
US ARMY COMMAND AND GENERAL STAFF COLLEGE

SELF-STUDY REPORT



Submitted to the
Higher Learning Commission
of the
North Central Association of Colleges and Schools
December 2005



DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
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FORT LEAVENWORTH, KANSAS 66027-1352

16 December 2005

REPLY TO
ATTENTION OF:

Office of the Deputy Commandant

To Whom It May Concern:

For the United States Army Command and General Staff College (CGSC), this 2005 Self-Study Report for the Higher Learning Commission of the North Central Association of Colleges and Schools concludes the first comprehensive review in a decade of the missions, programs, and services that made our institution unique. This process has required the participation of the College's leaders, faculty, staff, and students during more than a year of intensive analysis, discussion, and learning.

The effort has been invaluable. While CGSC is regularly the subject of Army and other agency reviews, this Self-Study has obliged us to view this distinctive institution through the special lens and shared values common to other American institutions of higher education in the pursuit of academic excellence. From that review, we have gained important insights into our College and its operations, confirming our belief in the necessity for institutional change, while reaffirming CGSC's traditional direction and essential character. Both insights are crucial for an Army challenged by new roles and missions in a rapidly evolving world.

As the pages ahead show, the College and its people are committed both to developing the new programs necessary for continued successful service to the republic while maintaining the strong sense of purpose that has guided us in the past. Based on that conviction, this Self-Study lays a foundation for CGSC's progress through the twenty-first century.

Volney J. Warner
Brigadier General, US Army
Deputy Commandant



Lewis and Clark Building

The future home of CGSC, scheduled for completion in 2007.

**US ARMY COMMAND AND GENERAL STAFF COLLEGE
REPORT TO THE HLC/NCA ACCREDITATION TEAM**

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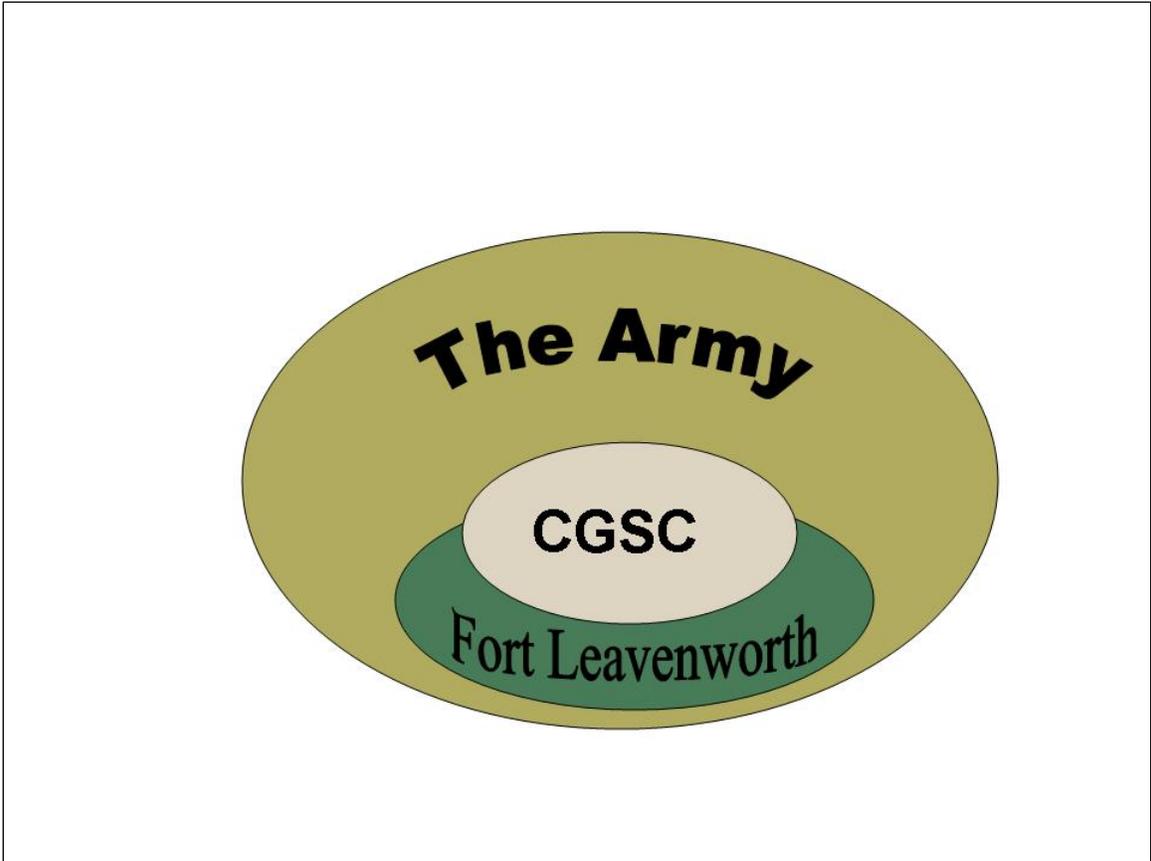
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PREFACE

Introduction to the Accreditation Process

As this document will show, the educational mission, values, processes, and outcomes of the US Army Command and General Staff College are broadly consonant with the five Higher Learning Commission accreditation criteria and the core components thereof. Of equal importance, however, is the current institutional conviction that the College can and will better align itself with those criteria in the future. This Self-Study constitutes a notable milestone in that progression. From the start, the College-wide effort to assemble this Self-Study has involved the broadest possible segment of the staff and faculty in a thorough and candid assessment of institutional strengths and weaknesses. This Self-Study will be available online for comment to the HLC by any members of the CGSC community. Furthermore, public notice of the accreditation review will be given to members of the College's key constituencies.

The preparatory process for any accreditation review is arduous and time-intensive. Nonetheless, if approached as a means not only to affirm accreditation but to promote the betterment of the institution, it can be doubly important. CGSC, by its very nature, must at once be an educational institution committed to studious reflection and a center for accomplished practitioners prepared to engage in the full spectrum of military missions. Particularly in these tumultuous times, the Army is changing rapidly. Whether to help the Army to meet operational requirements in Iraq and Afghanistan, or to lend a hand in the disaster relief mission following Hurricane Katrina, the College must be ever ready to react to the unforeseen exigencies that characterize the international and domestic environments. Indeed, CGSC must be agile and responsive to suddenly shifting requirements to a degree required of few other institutions. Yet, it must simultaneously be mindful of preserving the integrity of the constant and enduring facets of military professional education. To better position itself to accomplish its mission, which

includes support to the operational Army as a whole, the College must regularly engage in critical reflection about the manner in which it conducts the education of contemporary field-grade and senior officers.

External review is an integral part of that process, and can do much to help CGSC remain focused on its essential purpose and provide a steady framework within which to monitor institutional progress. In addition to undergoing periodic accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools, CGSC is subject to regular scrutiny by the Army and the Department of Defense. Furthermore, the CGSC Advisory Committee meets annually at Fort Leavenworth to examine the condition of the College. Other sources of outside opinion include occasional ad hoc committees and visits by senior leaders of the Army. Each review unearths new findings and yields a series of recommendations for consideration. The College carefully weighs the advice that it receives and implements appropriate modifications or innovations. Overall, if the past is a reliable guide, there is much that CGSC does well, but as an institution we recognize that there are always things that could be done better.

CHAPTER 1

A Concise Introduction to the US Army Command and General Staff College

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Introduction to CGSC

The United States Army Command and General Staff College (CGSC) provide educational and training programs for mid-career and senior officers. Although its mission focuses on the intellectual preparation of US Army officers above all, at the behest of the Department of Defense, CGSC also plays an important role in the intermediate professional education of selected officers from the other armed services and many other countries around the world. These purposes naturally inform the College's formal mission statement.



Mission

The US Army Command and General Staff College educates and develops leaders for full-spectrum joint, interagency, and multinational operations; acts as lead agent for the Army's leader development program; and advances the art and science of the profession of arms in support of Army operational requirements.

Figure 1.1, Mission Statement

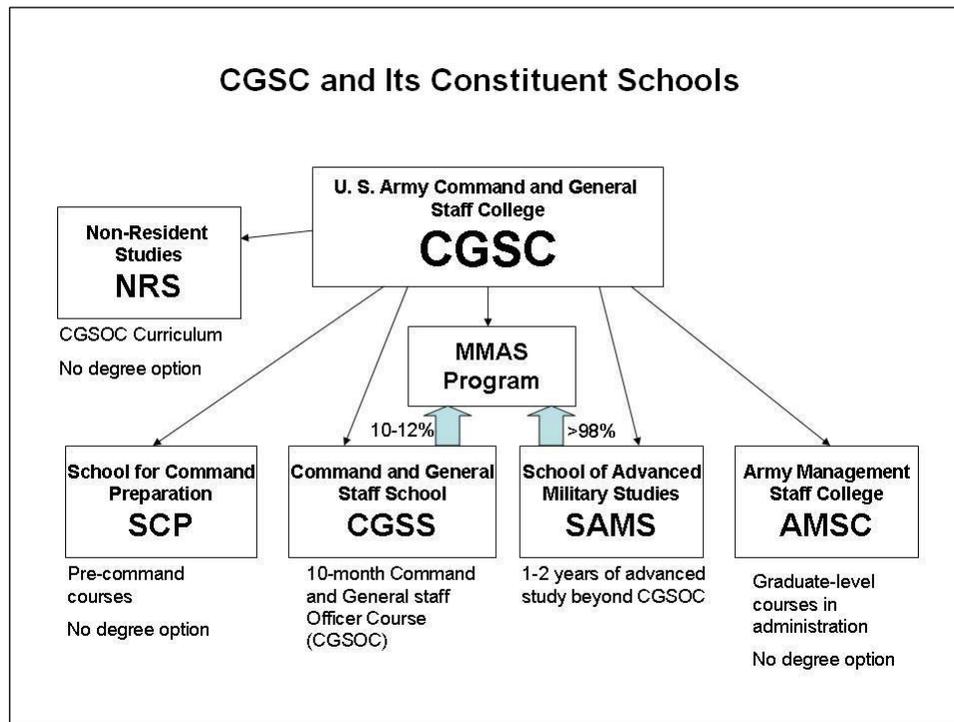


Figure 1.2, CGSC and Its Constituent Schools

To achieve these ends, CGSC embraces five separate schools: the Command and General Staff School (CGSS), the School of Advanced Military Studies (SAMS), the School of Command Preparation, The School of Non-Resident Studies, and the Army Management Staff College. In addition, it is home to the Center for Army Leadership. Of these, CGSS and SAMS afford students the opportunity to participate in the Master of Military Art and Science (MMAS) degree program. The discipline, military art and science, is defined as “the study of the development, operation, and support of military forces in peace and in war, including the interrelationships of military forces with economic, geographic, political, and psychosocial elements of national power to achieve national objectives.” In other words, military art and science constitute the scholastic discipline of the military profession.

Accordingly, CGSC remains closely connected to the “real world” of Army operational requirements in the field and harbors a deep collective sense of commitment to service. At any given time, a majority of the CGSC leadership consists of relatively senior active-duty officers

who have come directly from field units or garrison posts where they have been engaged in conducting military operations, training units, maintaining key facilities, writing doctrine, serving in joint commands with members of the sister services, or carrying out other important missions. Meanwhile, at the request of the Army, members of the CGSC faculty now and again deploy to field units, headquarters, or other organizations around the globe to lend their experience and expertise. Historically, CGSC and SAMS have provided planning and research support to Army and joint force units at war. At the same time, the extent of CGSC support is not limited to units in combat. In the aftermath of Hurricane Katrina, for instance, CGSC and SAMS sent a team of officers to Baton Rouge, where they worked with the Federal Emergency Management Administration (FEMA) to improve immediate and long-term relief response by federal agencies. Though sometimes burdensome for the College and the individuals involved, this process of engagement is mutually beneficial. Whereas the Army is able to draw upon the reservoir of talent available at the College, CGSC is able to keep in direct touch with emerging trends in the field. In other words, a great deal of thinking and learning takes place at CGSC, but the College scarcely resembles an ivory tower.

Yet another circumstance serving to integrate CGSC into the larger professional milieu is its setting among a cluster of influential agencies situated at Fort Leavenworth. Established in 1827 as a frontier Army post, Fort Leavenworth has in recent decades become the hub of Army doctrinal study as well as home to the Center for Army Lessons Learned, the Foreign Military Studies Office, *Military Review*, the Combat Studies Institute, the Center for Army Doctrinal Development and other organizations that are dedicated to the analysis of recent experience and dissemination of current thought.

CGSC Chain of Command

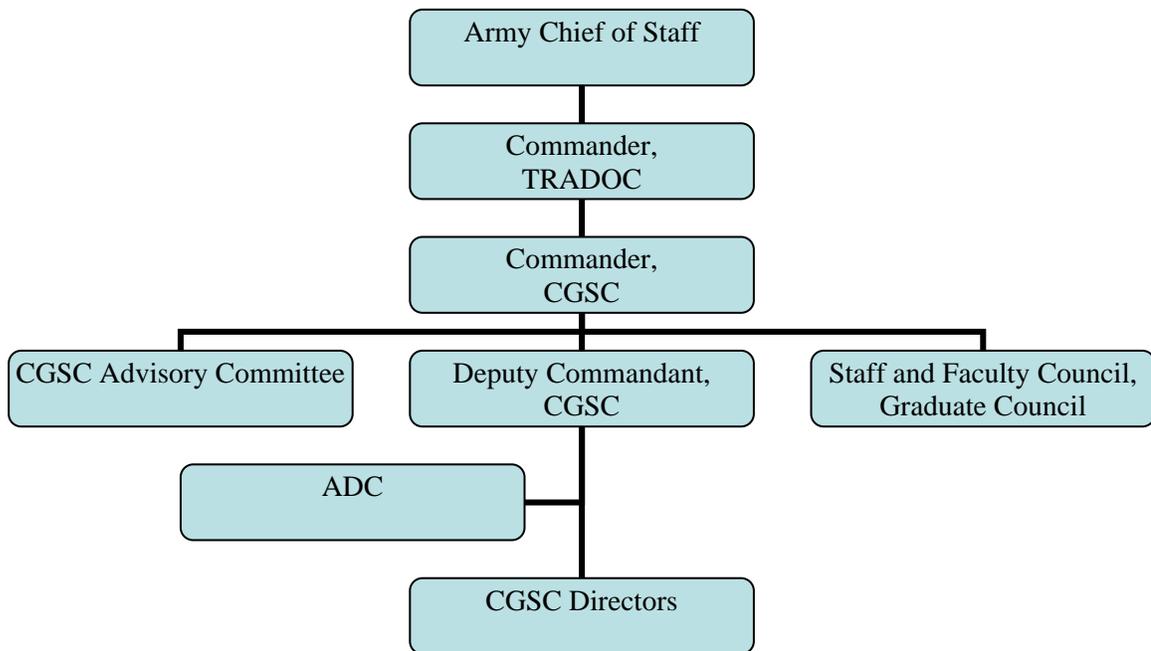


Figure 1.3, CGSC Chain of Command

Governance

Governance of the Command and General Staff College comes from a variety of sources, but begins with the Army chain of command. The College, like all Army organizations, has a higher headquarters, in this case the Combined Arms Center, Fort Leavenworth. The Combined Arms Center Commander, normally a lieutenant general, serves as the Commandant of the College. His role is roughly analogous to that of a chancellor in a state university system in that he is responsible for the variety of organizations situated at Fort Leavenworth and, therefore, is not in a position to focus his attention entirely on CGSC. The chief administrator of CGSC, therefore, is the Deputy Commandant, who normally holds the rank of brigadier or major general. Since 1995, following an expression of concern by the visiting North Central Association accreditation team over recent annual turnover in the position, the Army has seen fit to leave Deputy Commandants in place at CGSC for two-year terms.

As part of the Combined Arms Center at Fort Leavenworth, CGSC falls under the authority of US Army Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia. As its name implies, TRADOC is responsible for most training and education programs for both uniformed personnel and civilian employees of the Army. The TRADOC commander reports directly to the Army Chief of Staff, who in turn answers to the Secretary of the Army and the Secretary of Defense. Ultimately, the chain of authority extends to the President, the Congress, and the American public.

While TRADOC provides formal governance organization for Army schools, CGSC derives additional governance from various formal and informal Army structures and the General Accounting Office. Additional external guidance is provided by the CGSC Advisory Committee, which is chartered by the Secretary of the Army to meet annually at Fort Leavenworth and advise the College leadership on educational philosophy, policy, and practice. Composed of senior civilian educational administrators and scholars from around the United States, the committee submits an annual report to the CGSC leadership and the Secretary of the Army.

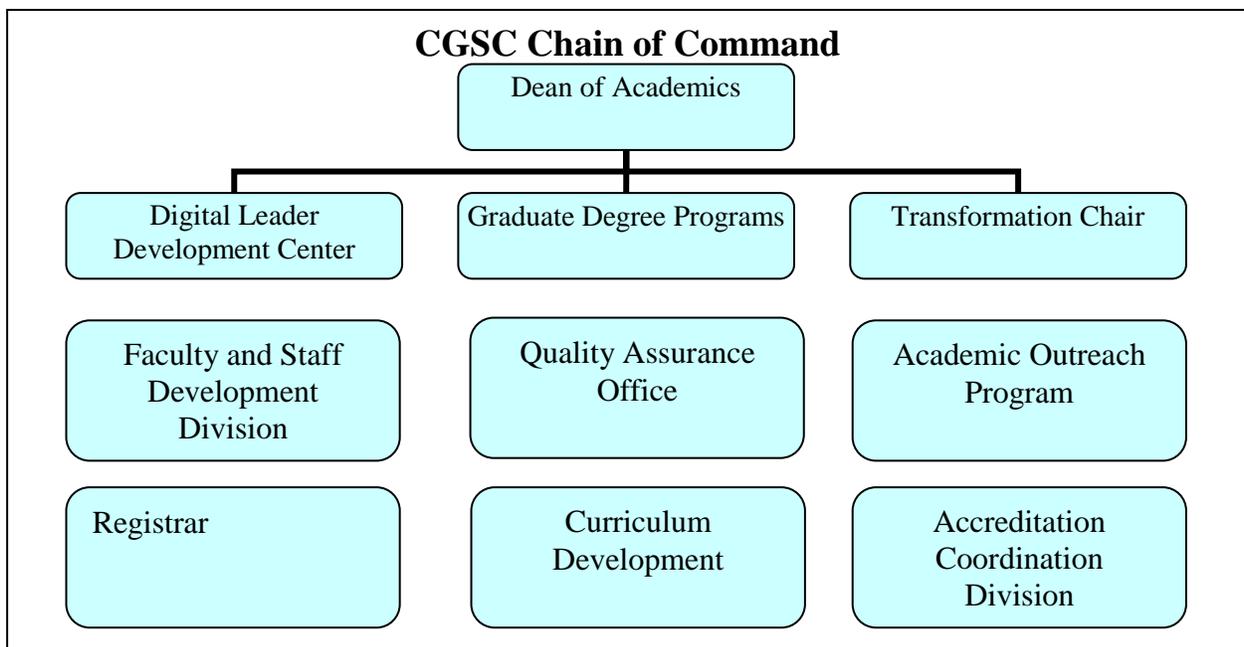


Figure 1.4, Dean of Academics

Within the College, matters of day-to-day governance fall under the supervision of the Deputy Commandant, who meets regularly with the school directors, the Dean of Academics, the Chief of Staff, and the directors of various programs, departments, and centers. The Assistant Deputy Commandant, the Dean, the Chief of Staff, the school directors, the directors of the sister-service elements (Air Force, Marines, and Navy), the Director of the Center for Army Leadership, and the Transformation Chair work directly for the Deputy Commandant.

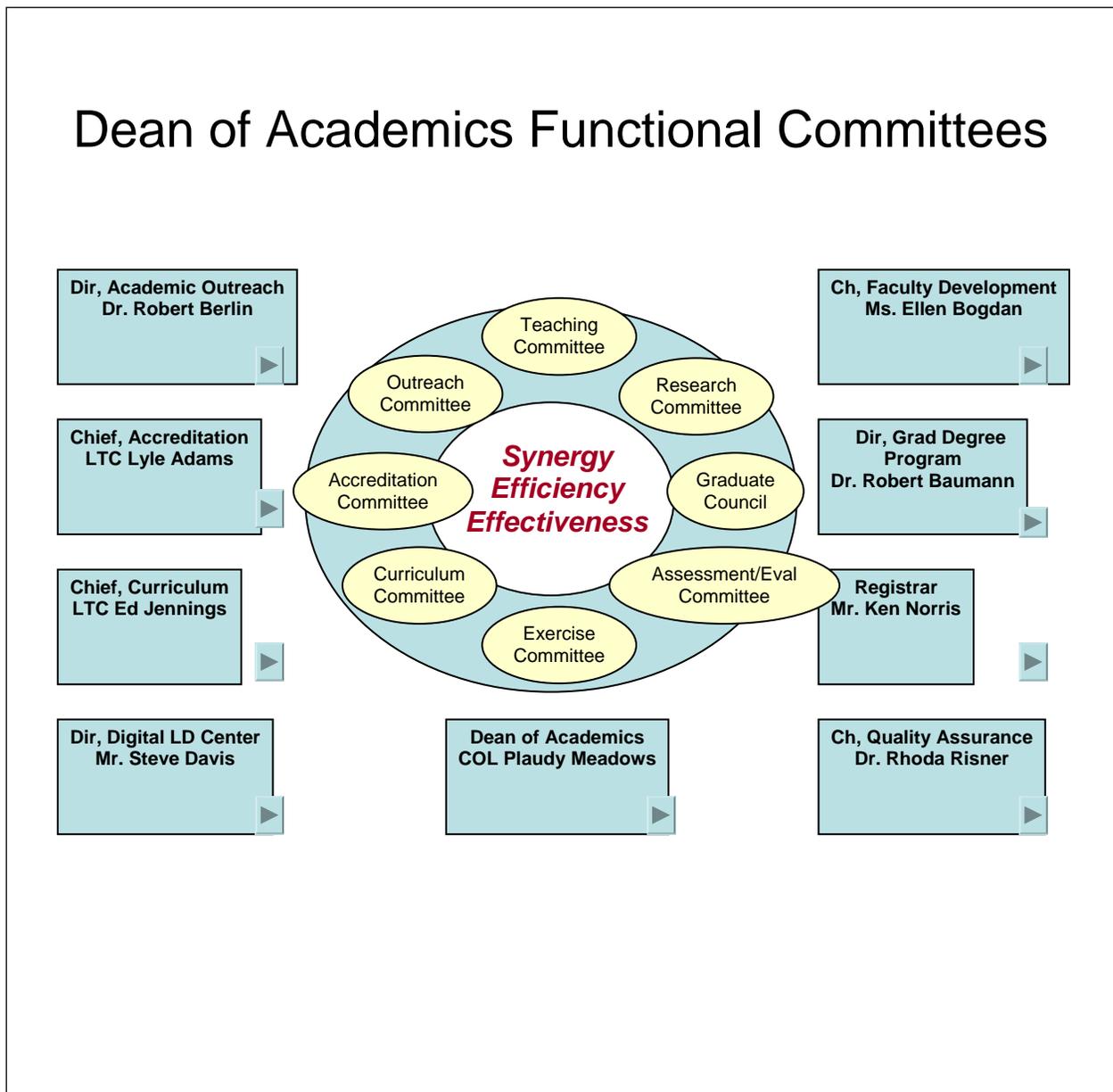


Figure 1.5, Dean of Academics Functional Committees

The Dean of Academics is responsible for all matters of academic policy and operations within the College. Programs and organizations falling directly under the Dean include the Directorate of Graduate Degree Programs, the Digital Leader Development Center, the Registrar, the Faculty and Staff Development Division, the Quality Assurance Office, the Accreditation Office, the Academic Outreach Program, and the Curriculum Development Office.

An important facet of the current configuration of academic administration is the creation of a cluster of standing committees, each focused on a key academic functional area: teaching, research, curriculum, exercises, accreditation, outreach, and assessment and evaluation. Each committee includes a representative cross section of faculty members and administrators possessing relevant expertise. The role of the committees is to promote collaborative decisions that are reached on the basis of broad discussion and input. All such committees report to the Dean of Academics, but enjoy direct access to the Deputy Commandant.

The Chief of Staff manages support operations, facilities, and personnel. Organizations under the direct supervision of the Chief of Staff include Personnel and Administration, CGSC operations, Logistics, CGSC Plans and Strategy, Resource Management, the Directorate of Educational Technology, the Directorate of Reserve Component Programs, the Public Affairs Office, and the Combined Arms Research Library. The Chief's office exercises staff supervision over official correspondence, logistical support, building maintenance, visitor coordination, physical security, scheduling, and fiscal management.

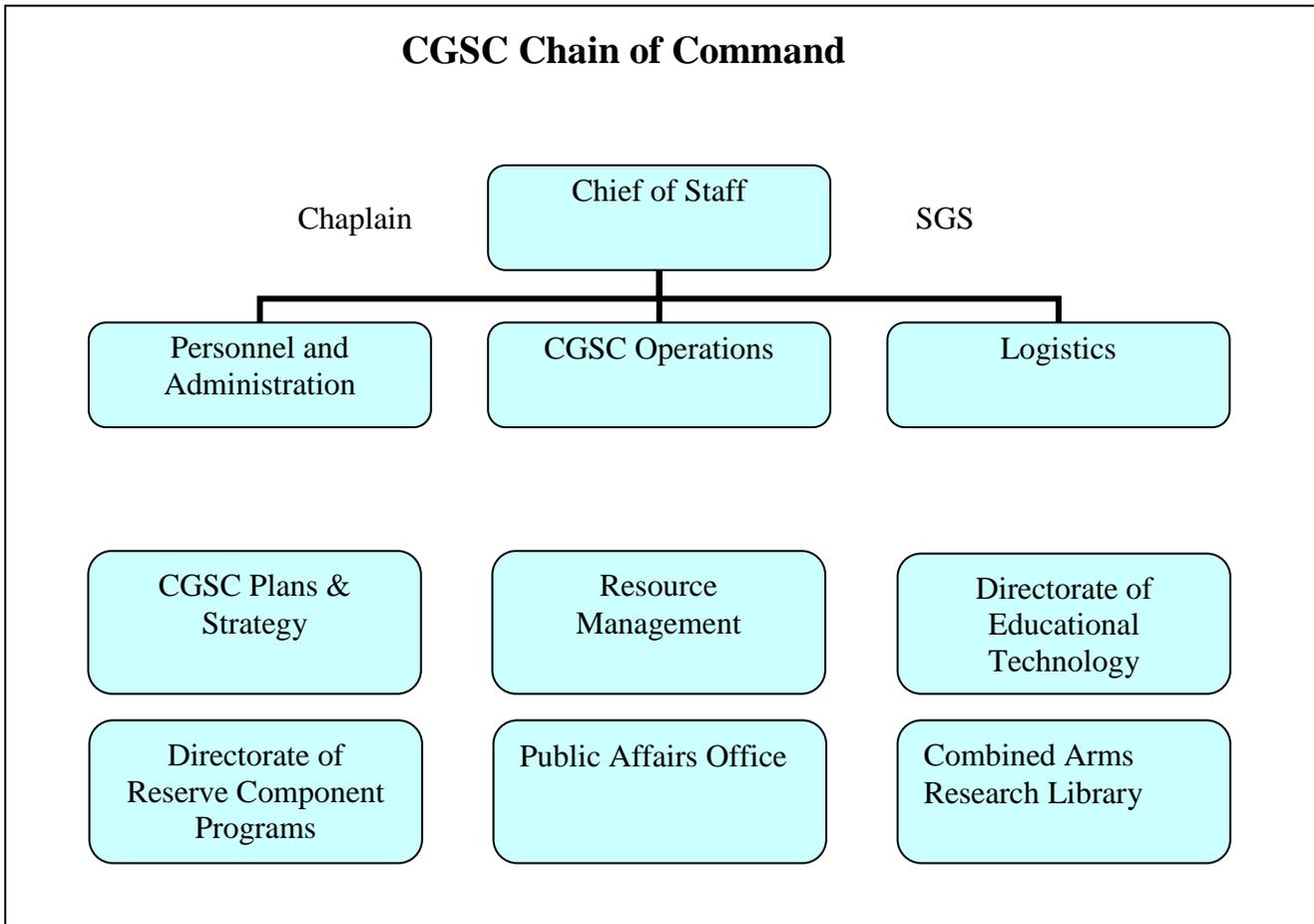


Figure 1.6, Chief of Staff

The current organizational scheme reflects a change implemented in August 2005. This arrangement served both to reduce the number of persons and organizations reporting directly to the Deputy Commandant and to align more logically the areas of responsibility belonging to the Dean of Academics and the Chief of Staff. In a related development, the College has chosen to make both the Chief of Staff and Dean of Academics long-serving civilian positions. In the past, US Army colonels normally occupied these positions, subject to personnel policies that dictated

frequent turnover. Acting in response to various external recommendations to foster greater stability in senior positions, CGSC hired its first civilian Chief of Staff in the summer of 2005. In turn, the College is about to conduct a nation-wide search for a civilian Dean of Academics.

Within the past several years, CGSC has also done much to strengthen continuity immediately beneath the senior military leadership. For example, most organizations within the College have appointed a civilian director, deputy director, or program manager. Moreover, in 2004, the College established the Graduate Faculty Council, composed primarily of senior, long-serving civilian scholars, to advise the Deputy Commandant on academic matters.

The reinvigoration of the Staff and Faculty Council also marks an important improvement in the process of College governance. At times in the College's history, the command-oriented culture has tended to minimize the influence of participatory deliberative processes. Perhaps the College was more susceptible to this affliction at a time when officers constituted a large majority in the faculty. In the last several years, however, the senior leadership of the College has helped to breathe new life into the council by regularly consulting the membership on important issues.

As a military educational institution, CGSC regularly examines its priorities to ensure that they align with those of the Army and the Department of Defense. CGSC receives its budget from TRADOC, which broadly conveys Army priorities to the Commandant and Deputy Commandant. Both TRADOC and the Combined Arms Center (as CGSC's "higher headquarters") also provide broad annual guidance. Further guidance comes from the CGSC Advisory Committee, a group of senior scholars and academic administrators primarily from civilian colleges and universities across the United States.

Among recent tasks cited by the Advisory Committee as warranting focused examination by the College is the conduct of learning assessment and program evaluation. CGSC has long

employed a variety of surveys, focus groups, and interviews to take the pulse of its academic programs. However, at the specific recommendation of the Advisory Committee, the College recently sent a six-person team to attend a workshop on assessment sponsored by the North Central Association. As a result, the forthcoming edition of the five-year Master Evaluation Plan AY 2006 should reflect more concentrated attention to direct measurement of program outcomes. As mandated by TRADOC, the Quality Assurance Office (QAO) publishes the Master Evaluation Plan on an annual basis to project future evaluation and assessment requirements.

In addition to the Higher Learning Commission of the North Central Association, CGSC is subject to periodic professional accreditation review by two bodies within the Department of Defense (DOD). Teams from TRADOC and from DOD's Process for Accreditation of Joint Education Office (PAJE) both visited the College and filed reports during the 2004-05 academic year, resulting in an extension of accreditation of joint and professional military education programs. (These reports are available in the Resource Room.) The TRADOC, PAJE, and annual CGSC Advisory Committee reports collectively comprise a set of recommendations which the College considers in deciding how the institution should evolve. Other recommendations from the Joint Chiefs of Staff or senior Army leaders concerning matters such as interagency curriculum content also help inform the College leadership of potential areas of necessary, future change. Additional discussion concerning this evolution and its link to the College's strategic planning is discussed in Core Component 2d.

Organizations

Command and General Staff School

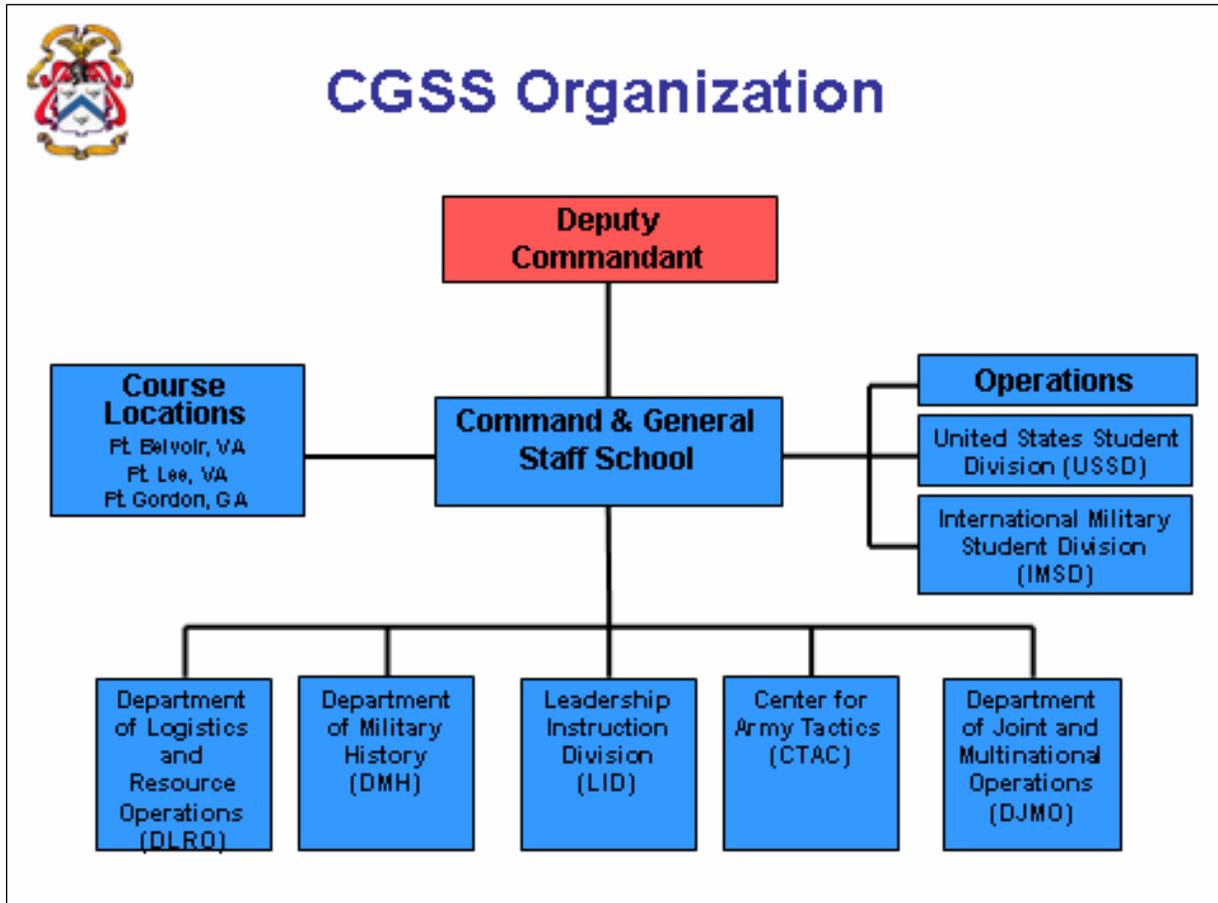


Figure 1.7, CGSS Organization

The largest and oldest school at CGSC is the Command and General Staff School (CGSS), which functions as the Army's principal venue for mid-career, graduate-level officer education. Students in CGSS have the option to apply for admission into the master of Military Art and Science degree program, although only a minority do so annually. A substantial number

have already earned a civilian master's degree prior to arrival, and others look to do so during or after their time at CGSC.

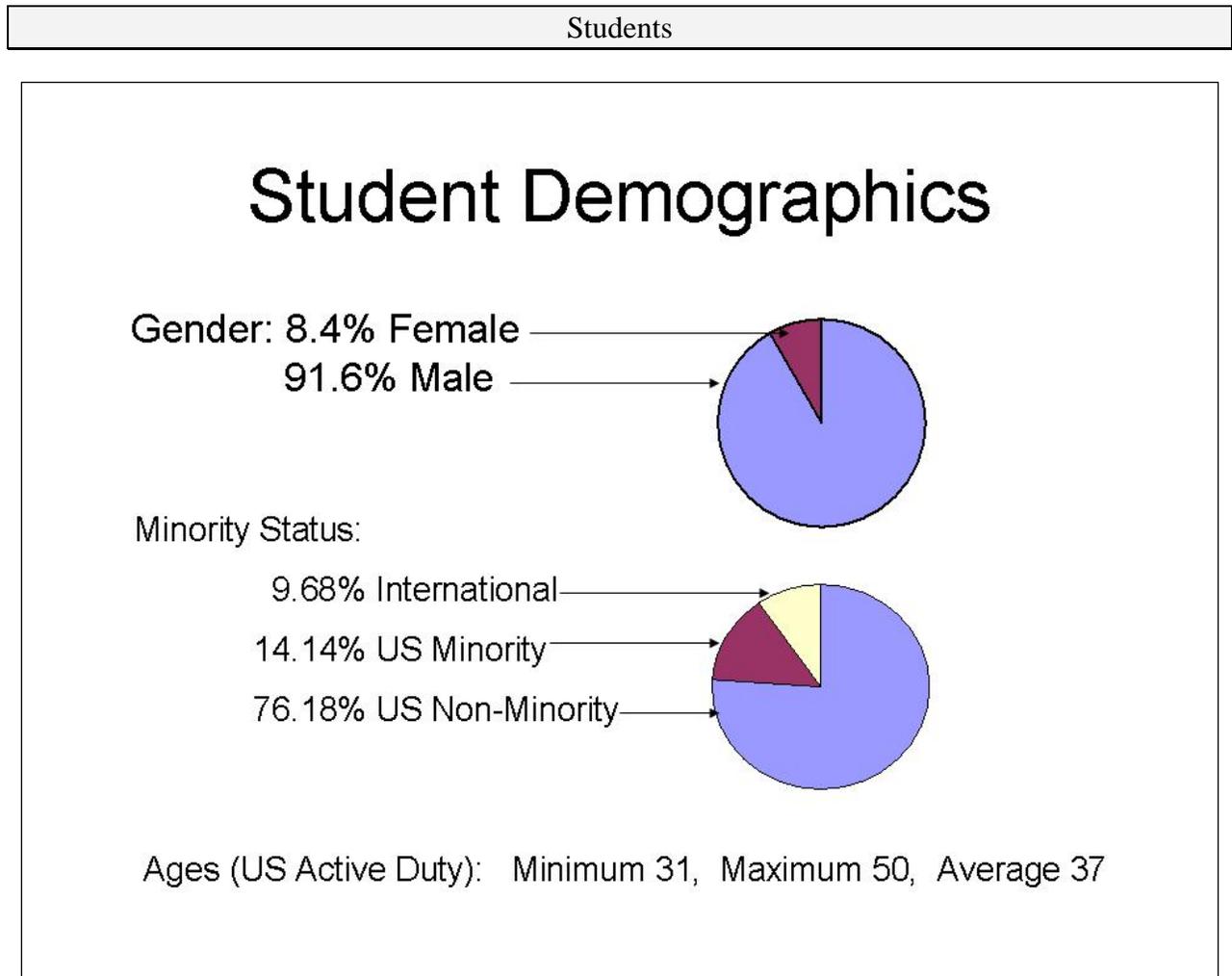


Figure 1.8, Student Demographics

All students completing the ten-month curriculum earn a diploma, as well as Joint Professional Military Education Phase I and operations career field certification. The typical Army officer enrolled in CGSS holds the rank of major, has commanded a company, and has held a commission for ten to twelve years. Consequently, these adult learners are unusually competent, confident, motivated, and mature upon arrival. Most are capable students, prepared intellectually and professionally for CGSS. In fact, approximately one quarter of the officers enrolled for the 2005-2006 academic year came directly from deployment in combat operations in Iraq or Afghanistan.

US Students' Military Experience

Average Years of Military Experience: 12

Kinds of Experience:

Combat Operations	36%
Peacekeeping Operations	10%
Humanitarian Operations.....	10%
Security and Stabilization Operations.....	27%

Figure 1.9, US Students' Military Experience

The academic profile of a normal class is equally impressive. Over the years, one third of entering CGSS students has already earned a master's degree from a civilian educational institution. Indeed, the profile for the roughly eight hundred students in the 2005-2006 class shows two hundred and ninety-nine students with master's degrees, twenty-three with professional degrees, and four with doctoral degrees. Many more will complete master's degree work before they leave Fort Leavenworth either through the resident MMAS Program or a variety of external programs.

Student Educational Backgrounds (Civilian)

Types of Degrees:

Master's Degree	37.1%
Master's Degree in Progress	15.9%
Professional Degree (E.G., JD, MD)	2.9%
Ph.D.	5%
Ph.D. in Progress	4%

Figure 1.10, Student Educational Backgrounds

In contrast to students at a typical civilian educational institution, officers are directed to attend CGSS by their respective service or nation as a normal part of their career progression. As this implies, CGSS does not recruit students or otherwise promote its educational programs. Neither is financial aid a consideration for matriculation. Attendance at CGSS, as in all CGSC schools and programs, is tuition-free for US officers. They receive full pay and entitlements during their schooling and return to the field or other positions upon completion without any interruption in benefits. Meanwhile, international military students (IMS) are subsidized by their sponsoring governments, which pay an attendance fee through the foreign Military Student Office in Washington, D.C.

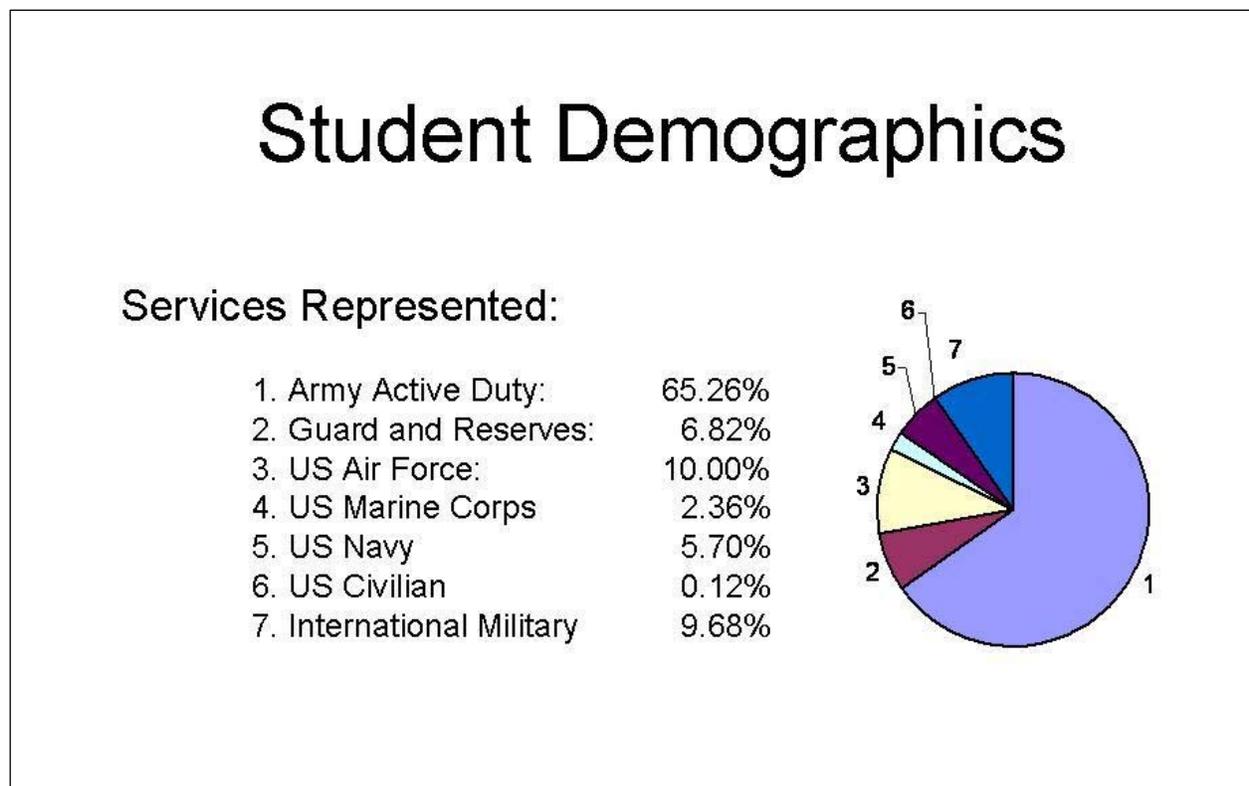


Figure 1.11, Student Demographics

CGSC enrollment has varied over the years, but is especially susceptible to fluctuation in wartime. The student population during the past five years has ranged from about eight hundred to one thousand two hundred. Although present enrollment stands near the former figure, as the result of a directive from the Army, CGSS anticipates the arrival of its first “off-cycle” contingent of several hundred additional students beginning in February 2006. This cohort will graduate from the 10-month course in December 2006, and will restore the overall population to a plateau near the school’s recent historic norm of around a thousand. The decision to divide CGSS enrollment into two cohorts instead of the traditional unified class came in response to the Army’s need for greater flexibility in the management of human resources.

Historically, roughly half of all the Army majors in their commission year groups have been selected for enrollment in the CGSS ten-month resident course. However, as a result of a recent Army decision, attendance at CGSS has become mandatory for all majors in designated operations career fields. Consequently, CGSS plans to accommodate up to 1,792 students annually in the near future. Naturally, this growth will demand a corresponding increase in faculty, along with a commensurate infusion of other resources. CGSS has already begun hiring additional faculty members and has received assurances from the Army that future funding will enable it to maintain a student-faculty ratio of about four to one, as required by congressional mandate and by policy set by the chairman of the Joint Chiefs of Staff.

Beyond its expanding resident student population, CGSS is establishing three Course Location sites (CLs) at other Army posts where it will deliver the fourteen-week common core portion (about three months) of its curriculum for officers whose career specializations warrant pursuit of a different educational track. During the pilot phase of development, the College deployed faculty from Fort Leavenworth to conduct instruction. With the recent Army decision to make several Course Locations permanent, CGSC is hiring full-time faculty to assign there.

Faculty Hiring Strategy to Meet 100% ILE Student Load

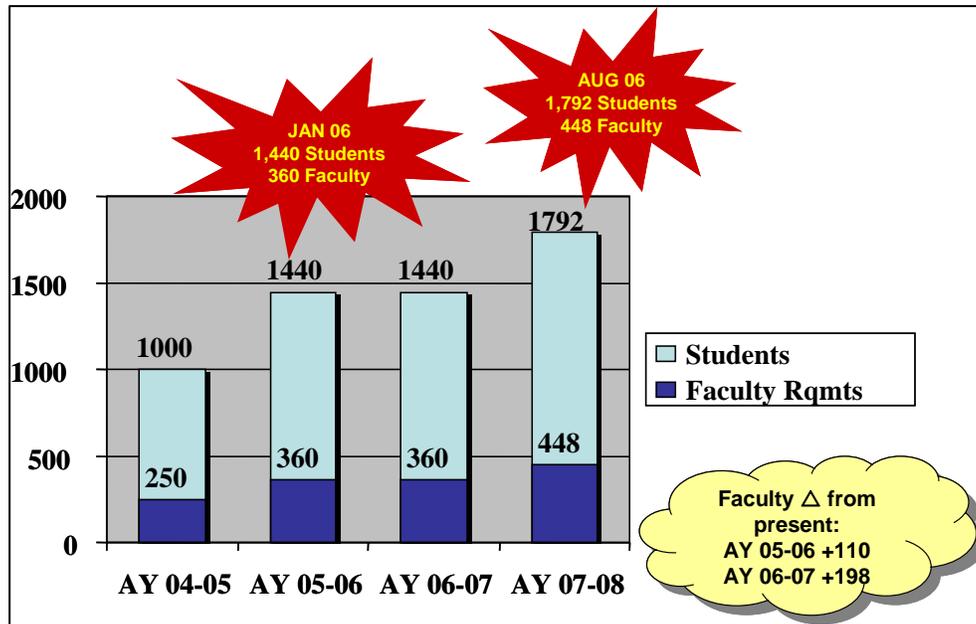


Figure 1.12, Faculty Hiring Strategy

- The Challenge: Recruit and hire faculty to support 100% ILE.
- The Plan:
 - Streamline the hiring process.
 - Refine the recruiting strategy.

The objective is that faculty members employed at the Course Locations, both individually and as groups, will in the near future be comparable to those conducting instruction at Fort Leavenworth. At present, all Course Location faculty receive the same preparation through the CGSC Faculty Development Program and some are veteran instructors of the CGSS resident program. In turn, the instructional settings at Course Locations meet CGSC specifications in terms of classroom capability, computer support, and so forth.

Curriculum

The ten-month CGSS curriculum providing what the Army refers to as Intermediate Level Education (ILE) consists largely of two components, the Command and General Staff Officer Course (CGSOC) common core and the field-grade Credentialing Courses.

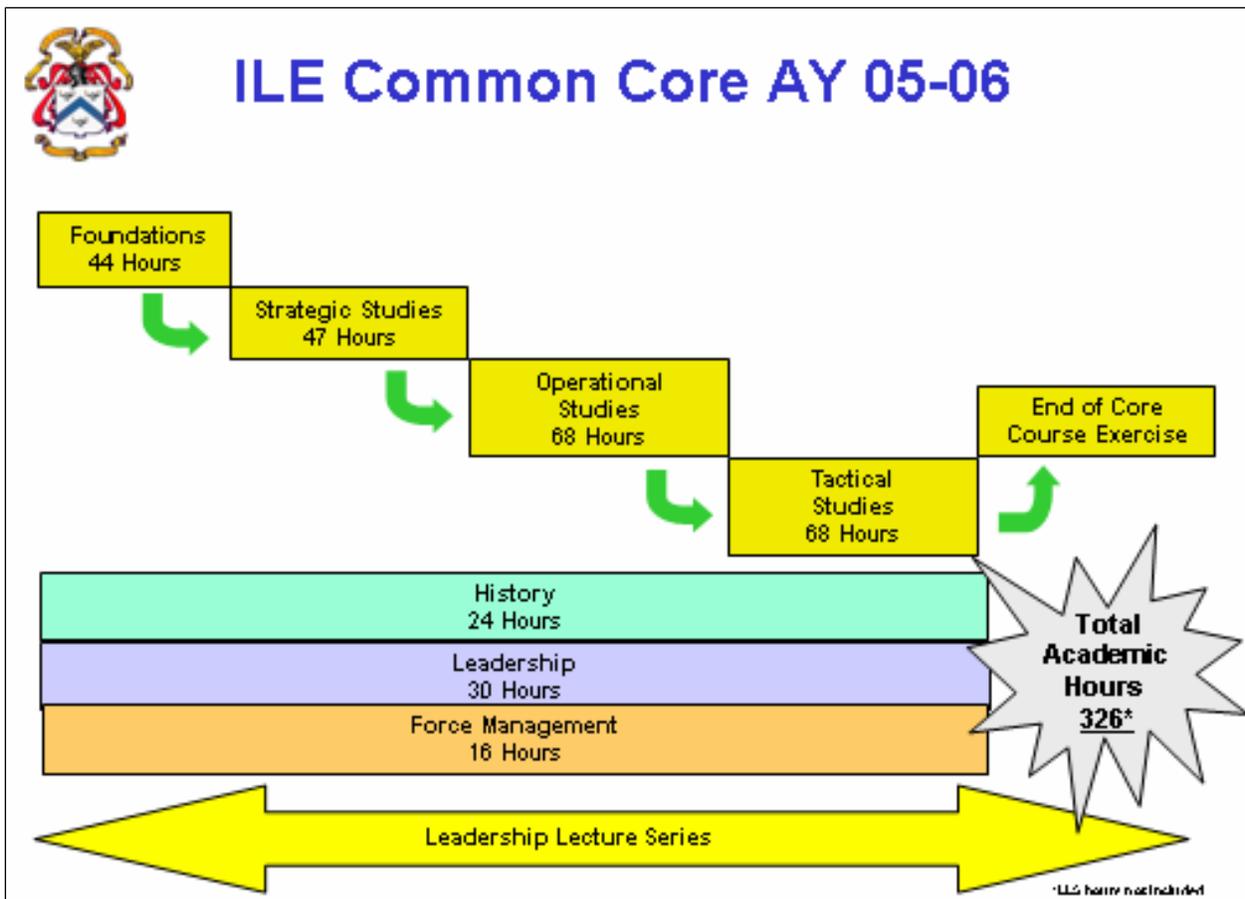


Figure 1.13, ILE Common Core, AY 05-06

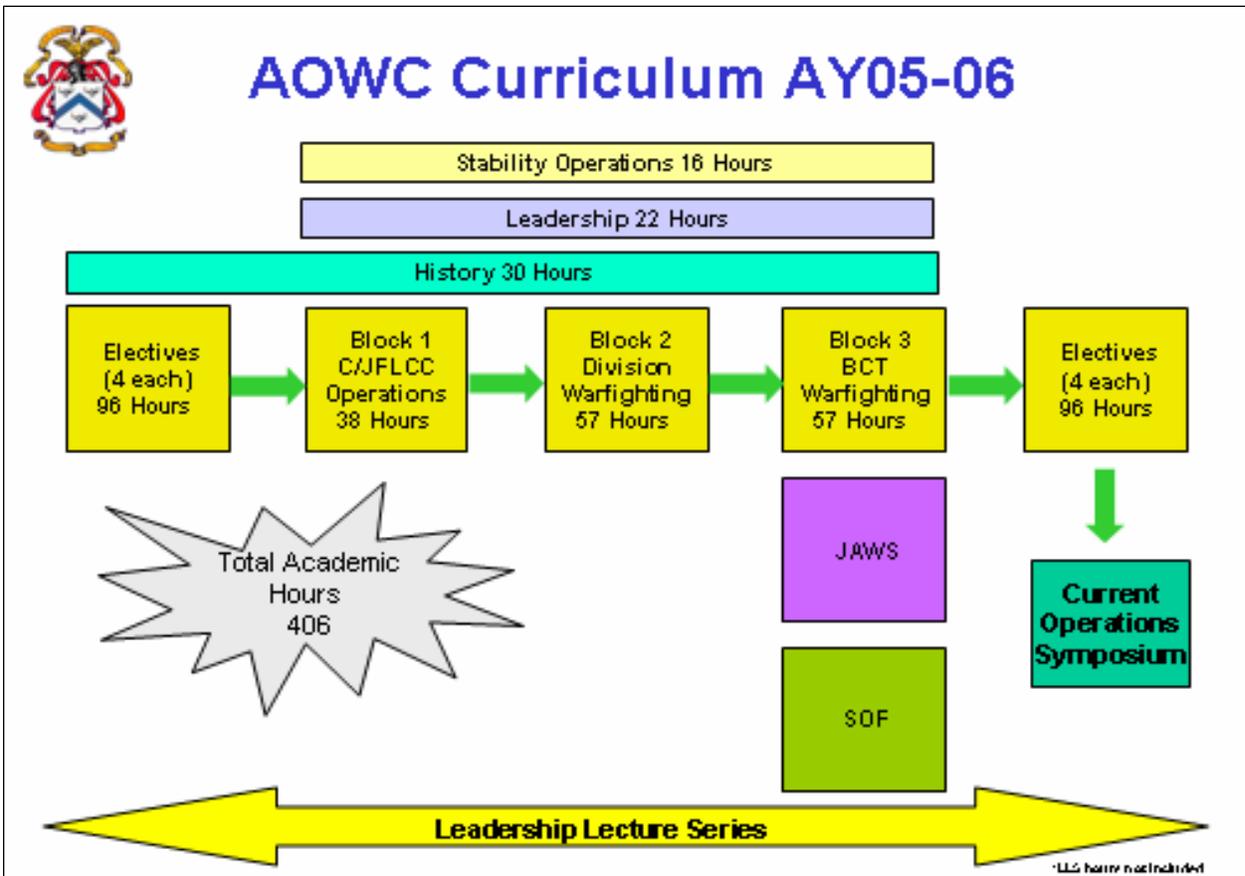


Figure 1.14, The Resultant Field-Grade Credentialing Course

Students must supplement these courses by taking a minimum of eight electives. As part of the Combined Arms Center at Fort Leavenworth, the College, through CGSS, provides the Credentialing Course for officers in the operations career field, called the Advanced Operations and Warfighting Course (AOWC). The responsible agencies for the other Army career fields reside at other posts around the United States. Officers in those career fields, as noted above, receive the CGSOC common core through one of the Course Location sites. Credentialing courses in career fields other than operations vary in length from as little as two weeks to over one hundred and thirty weeks and are not administered at Fort Leavenworth.

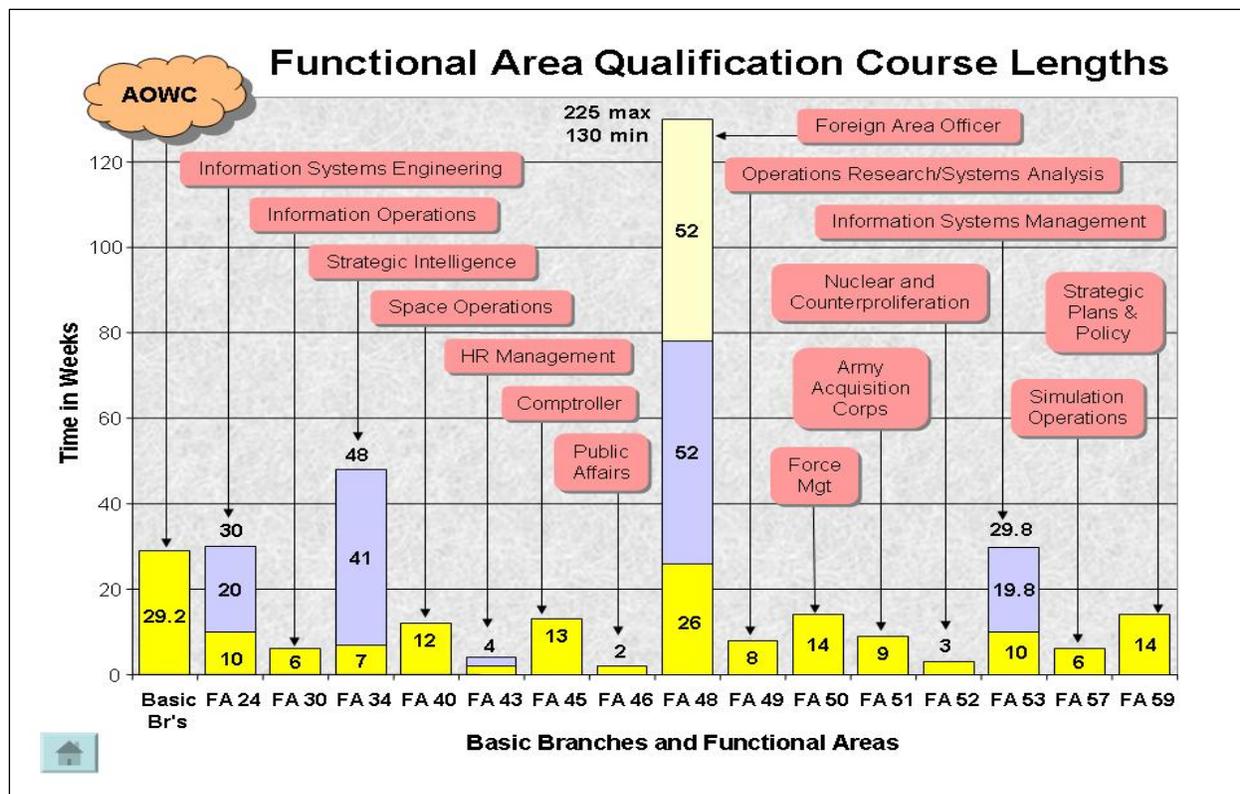


Figure 1.15, Functional Area Qualification Course Lengths

Faculty

As reported in the March 2005 Self-Study that the College provided to the Joint Education Accreditation Team from DOD, the faculty population for CGSS stood at two-hundred and fifty-six, thereby establishing a student-to-faculty ratio of 3.91:1. Based on the current projection of a student load of 1,792 by August 2007, overall faculty strength must grow to about four hundred and fifty to keep pace. This growth, combined with a change in assignment patterns for field-grade officers, portends a shift in the current faculty mix, which is about sixty percent civilian and forty percent military, to a rough distribution of seventy percent to thirty percent in the future. From a historical perspective, the transformation of the faculty is actually even more dramatic than the above figures suggest. As recently as 2002, civilians composed less than twenty percent of the faculty.

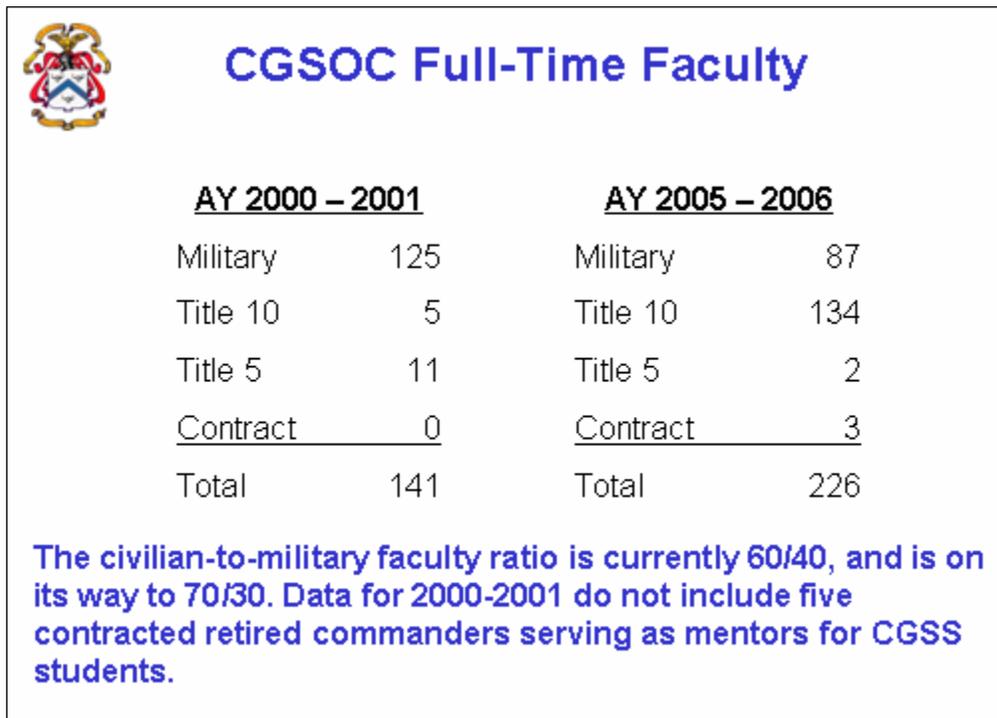


Figure 1.16, CGSOC Full-Time Faculty

This anticipated reversal in faculty demographics presents both the promise of noteworthy advantages as well as conspicuous challenges. One obvious benefit is that “civilianization” will reduce faculty turnover, thus better preserving institutional knowledge, invigorating the faculty role in school governance, and facilitating research, publication, and other traditional scholarly endeavors. Moreover, because a majority of the civilian faculty consists of retired lieutenant colonels and colonels, the College will remain a rich repository of professional experience and expertise. By the same token, this shift in faculty composition will diminish the number of instructors with “fresh” operational experience in the field. As a result, CGSS is actively constructing a program to ensure periodic professional refreshment, sometimes referred to as “re-greening” of retired officers in its civilian faculty by means of short deployments to active military theaters or combat training centers. The College also liberally funds faculty participation in professional conferences and symposia.

An additional challenge will take the form of adapting to a rapidly evolving faculty culture. Nearly all of the new instructors have been hired under the terms prescribed in US Code, Title 10 legislation and awarded renewable term appointments. This is particularly important because no system of tenure such as that normally found in civilian academia exists either under Title 10 or the previously used federal service Title 5 system, under the terms of which civilian faculty members were hired in the past. Civil service tenure under Title 5, which is based on length of service, does award considerable job security, but does not, for example, preclude realignment from one job classification to another. CGSC as a whole is still wrestling with the problem of establishing a system of reappointment that amply rewards outstanding service and fosters a climate of maximum stability. A further complication is that hiring in some teaching departments to date has been far more successful than in others. Although CGSS is expanding its recruitment efforts substantially, continuation of the current trend could portend a problem in adequately filling all faculty positions in a few areas of specialization.

Most members of the CGSS faculty belong to one of five primary teaching departments: the Department of Military History (DMH), the Department of Joint and Multinational Operations (DJMO), the Department of Logistics and Resource Operations (DLRO), the Center for Army Tactics (CTAC), and the Leadership Instructional Division (LID) of the Center for Army Leadership. Each plays a vital role in delivery of the CGSOC common core course and the AOWC, as well as the CGSS Electives Program.



Figure 1.17, Students participate in a mock press briefing. The photographer, Michael Dye, was one of a group of Northwest Missouri State University journalism students who acted as reporters in the exercise.

Instruction

A highly distinctive feature of CGSS is the emphasis on integration. One manifestation of this crucial element of CGSS educational philosophy is the organization of the faculty into interdisciplinary teaching teams for all instruction in the common core and AOWC. CGSS assigns an interdepartmental team of twelve faculty members, consisting of four each from CTAC and DJMO, two from DLRO, and one each from LID and DMH, to each student section of about sixty-four to seventy officers. Although “team-teaching,” the delivery of instruction by two or more faculty members together with a single group of students, occurs only intermittently—such as during staff exercises—the organization into teams generally enhances collaboration, curriculum integration, and a shared sense of purpose among the faculty. To enhance student support, four members of each team serve as staff group advisors (SGA).

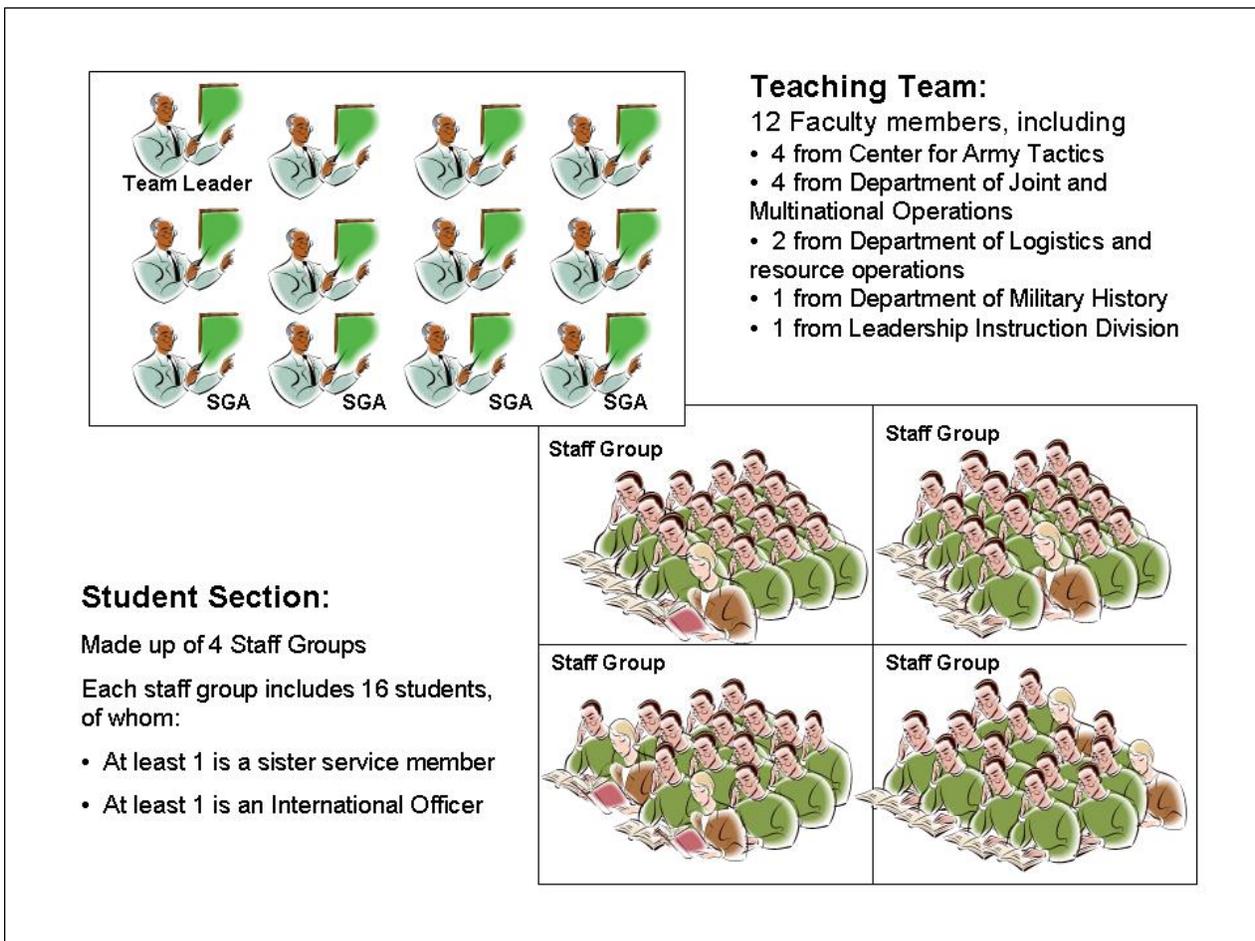


Figure 1.18, Teaching Teams

CGSS operates according to a similar formula in the division of its student body into sections, each consisting of four staff groups. A normal staff group, comprising sixteen to seventeen individuals, includes at least one officer from the US Navy or US Marine Corps, one from the US Air Force and one or two officers from foreign countries. Similarly, the US Army contingent in each staff group will reflect a variety of career fields and experiences. The CGSS leadership and faculty are convinced that this diverse mixture of students profoundly enriches the quality of collaboration and learning.

Average CGSS MMAS Graduates by Decade

- 1964-1973: 16.7 students per year
- 1974-1983: 40.6 students per year
- 1984-1993: 61.2 students per year
- 1994-2003: 79.1 students per year
- 2004-2005: 88.5 students per year
- (Initial enrollments exceed graduates by about 50% annually)

Figure 1.19, Average CGSS MMAS Graduates by Decade

Under terms prescribed by the United States Congress and the Department of Defense, students enrolled in the ten-month resident course of instruction in CGSS are eligible to apply for admission to the Master of Military Art and Science Degree Program which is administered by the Directorate of Graduate Degree Programs. Alternatively, graduates may still enroll in the program with special permission within five years of graduation if stationed at Fort Leavenworth. Admission requirements include a bachelor's degree, or its equivalent in the case of some international military students, and proficiency in written English. The requirements for award of the MMAS degree include grades of B or better in the resident CGSOC common core courses, the Field-Grade Credentialing Course, and eight electives; completion of research methods electives prescribed by the director of the Graduate Degree Program; successful completion of an oral comprehensive examination administered by members of a faculty board representing each of the five teaching departments; and the submission and successful defense of an acceptable thesis.

Although all CGSS students may apply for admission to the MMAS Program, each year only a fraction elect to do so. Moreover, given the rigor of the program, only about two-thirds of

the admitted contingent, usually from ten percent to twelve percent of a typical class, successfully complete a thesis and earn the degree. MMAS degrees awarded to CGSS graduates numbered one hundred and twenty-seven in 2003, ninety-five in 2004 and eighty-two in 2005. (These figures mirror the temporary decline in the overall student population resulting from the increased requirement to deploy U. S. Army majors on missions overseas.) During the academic year, some students conclude on their own that they will be unable to finish, sometimes for personal reasons, and withdraw at their own initiative. In other cases, the student's thesis committee may advise the student to withdraw. Failure to complete the MMAS does not affect CGSOC graduation. In addition, each year a small number of students withdraw from the program upon learning of their acceptance to the School of Advanced Military Studies, which offers an alternative path to the MMAS degree.

Each MMAS thesis committee consists of three members of the faculty, at least one of whom must hold a doctoral-level degree. During the 2004-05 academic year, there were twenty-five members of the resident CGSS faculty who held this qualification. Beyond this contingent, however, the MMAS Program was able to draw upon the services of the nine members of its consulting faculty, who are officers of the US Army Reserve holding doctoral degrees and typically serving full time as professors or deans at civilian universities around the United States. Further support came from ten holders of doctoral degrees employed full time in other organizations at Fort Leavenworth, who were invited to participate in an adjunct capacity. These figures are typical for recent years.

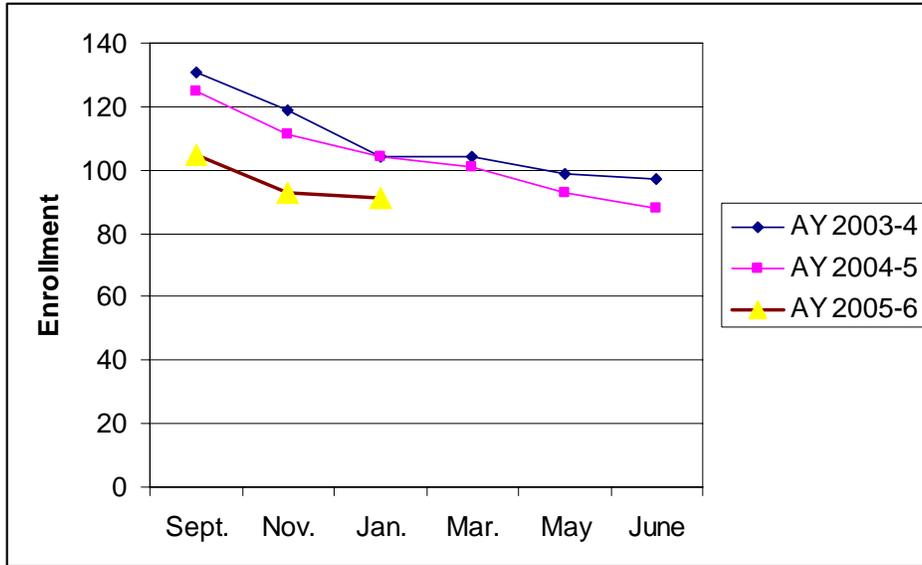


Figure 1.20, Enrollment

	Sept.	Nov.	Jan.	Mar.	May	June
AY 2003-4	131	119	104	104	99	97
AY 2004-5	125	111	104	101	93	88
AY 2005-6	105	93	91			

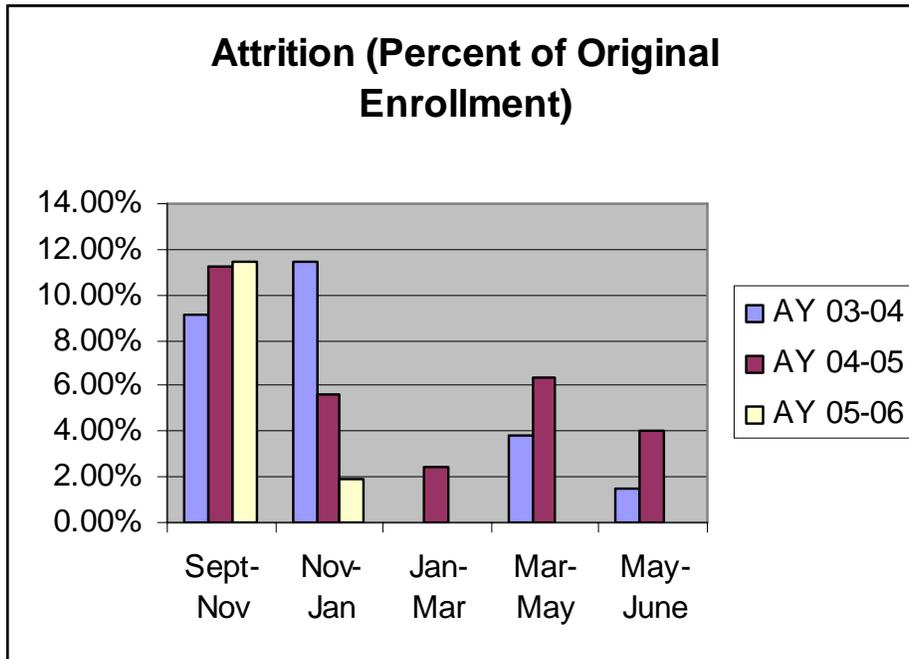


Figure 1.21, Attrition

03-04 total	25.95%
04-05 total	29.60%
05-06 ytd	13.33%

Note: Nov-Jan attrition for AY 05-06 is as of December 9, 2005 (only 1 month)

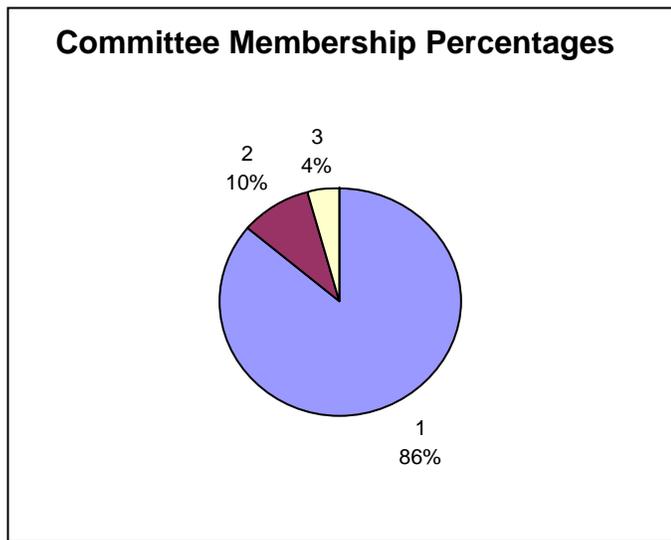


Figure 1.22, Committee Membership Percentages

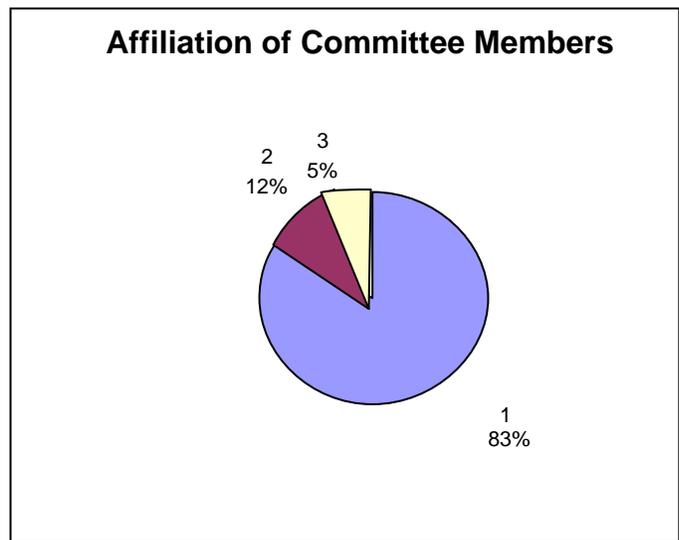


Figure 1.23, Affiliation of Committee Members

Total number of committee positions	280	
Positions filled by regular faculty	241	86.1%
Positions filled by adjunct faculty	27	9.6%
Positions filled by consulting faculty	12	4.3%

1= CGSC teaching faculty
 2= CAC adjunct faculty
 3= Consulting faculty

School of Advanced Military Studies

As described in its mission statement, SAMS educates and trains officers at the higher level in military art and science to develop commanders and general staff officers with the abilities to solve complex problems in peace and war.” Two educational programs operate within SAMS: The Advanced Military Studies Program (AMSP) and the Advanced Operational Arts Studies Fellowship (AOASF). The Army regards the latter as equivalent to the program at the US Army War College at Carlisle Barracks, Pennsylvania. The former enrolls from eighty-four to ninety-six majors, nearly all of whom are recent graduates of the CGSS.

Each year CGSS students are invited to apply for admission to the AMSP, which entitles them to a second consecutive year of study within CGSC. Competition for selection from among the usual pool of over two hundred applicants is rigorous.

Each fall an admissions committee composed of the College's directors meticulously reviews every applicant file consisting of recommendations, academic records, test results, essays, and interview evaluations. Although most AMSP students are US Army officers, there is significant representation from the other services and foreign countries.

Some AMSP graduates subsequently return to SAMS to serve as members of the military faculty, which historically has been complemented by six long-serving civilians holding doctoral degrees. In 2004-05, SAMS received authorization to expand its permanent civilian faculty to sixteen members. With recruitment still in progress, this authorization has already substantially raised the number of SAMS faculty members with a Ph.D. Among the most significant challenges recently faced by SAMS faculty has been to maintain a cutting-edge curriculum without sacrificing time allotted to the program's historic strengths, such as theory and history.

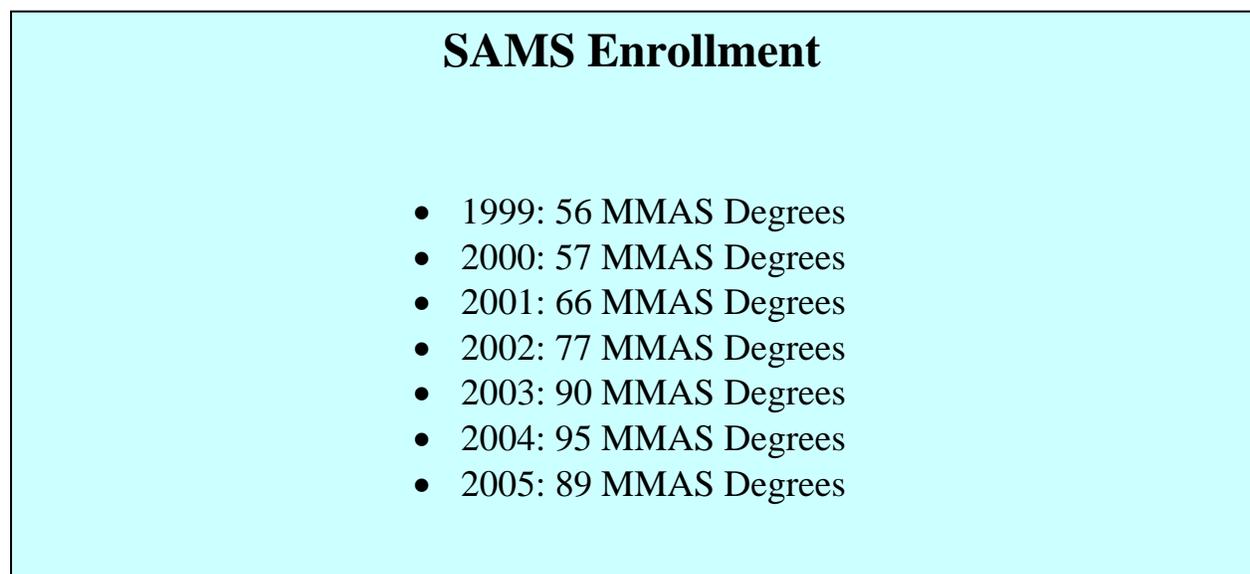


Figure 1.24, SAMS Enrollment

Following a recent revision, the curriculum consists of three trimesters, each with a distinct focus. The first trimester emphasizes the study of military theory, history, and doctrine. The second concentrates on “leading change” and explores new concepts of modular organization and execution within the Army. During the third trimester, students are allowed to select an area for focused study, reinforced by participation in practical staff exercises. Acclaimed across the Army for their outstanding performance, AMSP graduates are eagerly sought out by senior commanders for addition to their staffs as high-level planners and in other capacities demanding a more sophisticated appreciation of the operational level of war, joint operations, and the evolving contemporary operating environment.

The AOASF Program, the only two-year War College-level program in the entire military education system, annually enrolls up to eight US Army colonels and lieutenant colonels for focused study on the strategic and operational levels of war. Each class also includes one Air Force officer and, in alternating years, a Marine officer. All officer students in AOASF have commanded organizations at the battalion level. Fellows in their first year engage in study consisting both of classroom investigation of the multinational, joint and interagency environment, and extensive travel to DOD regional commands and headquarters around the world. Second-year fellows serve as instructors in the AMSP seminars alongside Ph.D.s from the resident SAMS faculty. Upon graduation from AOASF, the officers serve either as colonel-level commanders or as senior general staff officers in three- and four-star general officer headquarters.

SAMS Participation in the MMAS Program

All AMSP students are automatically enrolled in the MMAS Program. To earn the degree, each officer must write a substantial research monograph on a topic approved by the Director, SAMS, and the Commandant. All AMSP officers must also pass a rigorous comprehensive oral examination. Recent expansion of the SAMS faculty has made it possible to ensure that each faculty committee advising AMSP students on their monographs includes a resident scholar holding a Ph.D.

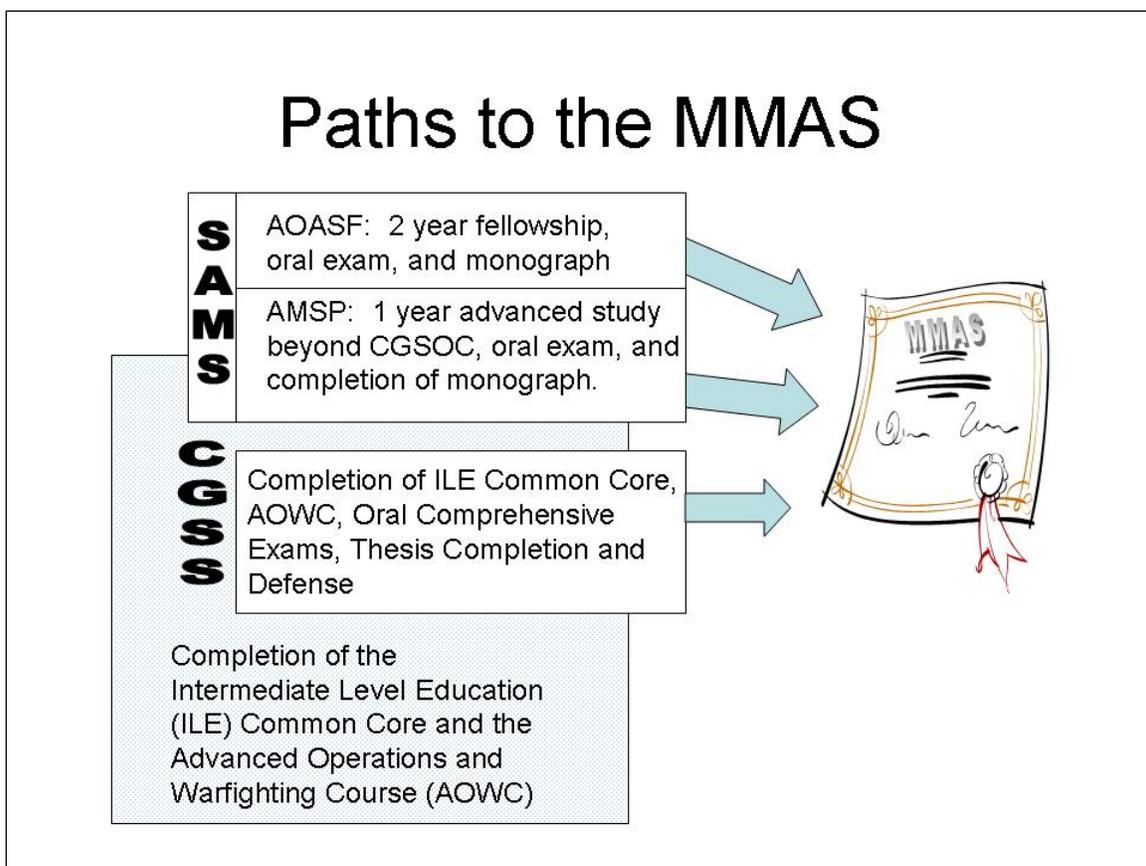


Figure 1.25, Paths to the MMAS

In turn, all participants in the AOASF are also eligible to participate in the MMAS Program. Fellows must meet the same requirements as AMSP officers, including writing a focused monograph and passing an oral comprehensive exam. Fellows electing not to enter the MMAS Program must write an article for publication for a professional journal and pass an oral examination. In the meantime, SAMS and Kansas State University are concluding collaborative arrangements that will permit selected officers to enroll in cooperative master's- and doctoral-level programs in security studies with KSU.

School for Command Preparation

SCP organizes, administers, and conducts command preparation courses for senior officers selected for battalion- and brigade-level command, as well as for senior non-commissioned officers selected as command sergeants major. In addition, the school offers parallel courses for spouses designed to acquaint them with the roles that they may be called upon to play when their husbands or wives assume higher command.

Four distinct training and education programs reside within SCP: the Pre-Command Course, the Command Sergeant Major Course, the Spouse Training and Education Program, and the Tactical Commander's Development Program. Directed by the Chief of Staff of the Army, the Pre-Command Course is a one-week course for all lieutenant colonels and colonels selected for command. The Command Sergeant Major course is also one week long and runs in conjunction with the Pre-Command Course. In turn, the STEP encompasses two training opportunities for spouses, the Personal Awareness and Leadership Seminar, which is three days in duration, and the Command Team Seminar, lasting one week.

The Tactical Commander's Development Program (TCDP) provides repetitive practice in critical command tasks and makes extensive use of simulations to place the commander in a variety of situations demanding the visualization, description, and direction of actions by troop

units during combat operations. Commanders also participate in a Tactical Exercise Without Troops (TEWT) in Lawrence, Kansas entailing the study of military operations in urban terrain as well as a seminar on stability operations and support operations. This portion of the course includes participation in a media interview and a mock “bilateral” meeting with a Lawrence city official.

Army Management Staff College

The AMSC mission is to educate and prepare both Army civilian and military leaders to assume senior leadership and management responsibilities across the spectrum of organizations and operations that sustain, supply, and equip soldiers wherever they may be. Assigned to the Command and General Staff College by a decision of the Army Chief of Staff in 2005, AMSC is only beginning the process of integration with the rest of CGSC. Located at Fort Belvoir, Virginia, AMSC conducts a variety of non-degree, graduate-level programs accredited by the Council on Occupational Education.

The flagship course is the resident Sustaining Base Leadership and Management (SBLM) program offering graduate-level professional development across nine functional areas: Leadership, Communication and Problem Solving; National Security; Military Forces and Doctrine; Force Integration; Resource Management; Acquisition and Logistics; Personnel Management; Information Management; and Installation Management. Eligible Army civilian employees, normally GS-12 through GS-14 in rank, make up ninety-nine percent of the student population. Army officers holding the rank of major or lieutenant colonel, chief warrant officers, sergeants major and command sergeants major are also eligible. The fall and spring programs, enrolling up to one hundred and sixty-five students, entail twelve weeks of resident instruction preceded by two weeks of preparatory study. A comparable summer program can accommodate ninety students.

The SBLM curriculum emphasizes enduring principles and concepts rather than transient or procedural activities. Accordingly, work in class places a premium on critical thinking, active participation, and real-world case studies among student and student-faculty teams. AMSC also conducts a Nonresident version of SBLM of twelve months duration. The school also offers Personnel Management for Education (PME) I and II for senior civilians and officers above the grade of major. PME is designed to help participants discover better ways of dealing with management and leadership problems for which there are no ready solutions.

Other programs offered by AMSC include the Garrison Precommand Course (GPC), the General Officer Installation Command Course (GOIC), and the Garrison Command Sergeant Major Course (GCSMC). These focus on preparing senior officers and noncommissioned officers for dealing with the many complex challenges of base and garrison operations.

The School of Nonresident Studies

The NRS Program develops, distributes, and administers distance-learning programs for CGSC. These include the “M” Course for the Total Army School System (TASS), which is taught in a Reserve battalion classroom setting, and the Web-based/CD-based “S” course to Active and Reserve component officers from all services and allied nations. Overall, NRS serves the needs of more than nine thousand students and four hundred and fifty faculty members worldwide by facilitating enrollment, tracking student performance, and providing counseling. The curriculum and course material presented to Nonresident students employ the same learning objectives as those used in the resident CGSOC course, differing only in the mode of delivery and the composition of student seminars and study groups.

TASS instructors, numbering almost three hundred and fifty in 2005, are US Army Reserve officers who have served a one-year internship, graduated from a certified Instructor Training Course, and completed the CGSC Faculty Development Course, Phase I. All must hold

the rank of major or higher and receive their assignments through their Reserve Support Command. NRS assumes direct responsibility for the selection of adjunct faculty numbering one hundred and twenty-three in 2005 and also assist in the grading of student written work.

At present, NRS is converting to make its curriculum available online. To facilitate this endeavor, all curricula written by resident CGSC faculty for the CGSOC common core courses and the Credentialing Course now adhere to design specifications that will accommodate the needs of online students as well as resident students. In a few years, if the online program has sufficiently matured and crucial resources such as a dedicated faculty are in place, CGSC may apply to the Higher Learning Commission of the North Central Association for permission to award an online degree.

Academic Support

CGSC has long enjoyed strong support for its academic programs, as exemplified by the Combined Arms Research Library (CARL), the Digital Leader Development Center (DLDC), and the Directorate of Educational Technology (DOET). Each provides vital resources and expertise to complement the efforts of students, staff, and faculty.

Widely recognized as one of the world's premier military libraries, the CARL houses approximately 270,000 books and 250,000 primary-source documents, including historical manuscripts, studies, and reports. In addition, the CARL subscribes to roughly 1,000 periodicals, serials, and newspapers and can provide electronic access to about 19,000 journals. Microform collections, including congressional documents, Civil War unit histories, World War II documents, Navy records, and assorted special collections, and recorded interviews exceed one and a half million units. Online and digital documents include collected MMAS theses and monographs by students of CGSC.

Each year, the CARL reference staff answers some thirty thousand queries and assembles approximately three thousand customized bibliographies on demand. State-of-the-art technology facilitates access to internal and external information systems. Horizon, the On-Line Public Access Catalog (OPAC), provides internal and Internet access to the bibliographic records for the CARL's open-literature book and audiovisual collections. Serving both the College and the Fort Leavenworth community, the library contains forty-one public access terminals, thirty-eight of which can utilize the OPAC.

At present, the CARL staff is engaged in several projects aimed at keeping the College in the forefront of historical, tactical, and operational research. Among these is the Military Education Research Library Network (MERLIN), a consortium of fifteen military education libraries from all four of the armed services. In the meantime, the digitization of selected portions of the general collection continues.

The CARL is a member of the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA). Situated in Eisenhower Hall, it has 98,000 square feet on three floors dedicated to library functions and collections. The annual rate of growth in the book collection is currently four and two-tenths percent, and plans are in place to sustain growth in all of its collections.

The DLDC manages the integration of Army Battle Command Systems (ABCS) and Joint Command and Control Systems, as well as performance-oriented simulations and the conduct of computer-enhanced staff exercises throughout CGSC. The ABCS Integration Division is responsible for educating and training officers in the fundamentals of the current suite of Army digital systems and their integration during practical exercises to support battle command. This course of instruction focuses on the enhancement of combat power, developing situational understanding, the role of computers in warfighting, system components, connectivity and databases, and the flow of information.

In turn, the ABCS Simulations Division emphasizes work on applications through the use of constructive simulations, which foster an appreciation of doctrine and principles, tactics, techniques, and procedures. The DLDC staff constantly evaluates existing commercial simulations or develops its own for the purpose of enhancing the various CGSC curricula.

Working in tandem with DLDC and the rest of the College, the DOET works through a variety of committees, both internal and external to CGSC, to determine technology standards and anticipate emerging requirements for effective implementation. Through this effort, CGSC publishes a Modernization Management Plan (MMP) on a biannual basis.

At present, each seminar classroom in the College has a minimum of four Combined Arms Center Network (CACNeT) network-connected systems and four Battle Command Network (BCNeT) network-connected systems. DOET also supports the College in its TRADOC-designated role as a pilot Life-Long Learning Center (LLLC). The LLLC enables CGSC to deliver its curriculum via the Internet, using the Blackboard Learning System, the Click-to-Meet desktop conference system, and Microsoft Windows Streaming Media Services. Microsoft Sharepoint is available to facilitate staff and faculty collaboration. In addition, the College's local area network (LAN) provides shared Ethernet connectivity internally, externally to the CAC network, and to the Internet.

Looking ahead, the design of the classrooms for the future Lewis and Clark Center rivals the most advanced currently in use by any civilian or military educational institution. Importantly, the vast increase in capabilities will necessitate a commensurate increase in DOET personnel and support services.

Outreach Program

During the past year, CGSC established a permanent civilian position for a director of outreach. This was a logical step in light of the rapid expansion of collaborative relationships between the College and area universities, which are the focus of the outreach mission. Accordingly, the Combined Arms Center (CAC) has signed official memorandums of understanding with the University of Kansas and Kansas State University encouraging cooperation and coordination of mutually beneficial programs in activities of shared interest. Several years ago, CGSC began a collaborative program in military history to enable members of the faculty to pursue a Ph.D. through Kansas State University. Some CGSC faculty members serve as adjunct faculty for KSU and teach a portion of the courses in the program. Moreover, students in CGSC who earn an MMAS degree with a focus in history may enter the doctoral program directly. Within the past year, CGSC and Kansas State have laid the foundation for a collaborative program in security studies leading to an M.A. or Ph.D. to be awarded by Kansas State. In addition, the College's personnel have the opportunity to enroll in various other programs leading to a doctor of education degree.

At the same time, CGSC has also engaged in a closer relationship with the University of Kansas, where a number of its senior faculty members enjoy adjunct status in fields such as history and international studies. Further, CGSC has invited students from both KU and KSU, in fields such as journalism, to participate in staff exercises simulating joint, multinational, and interagency participation in military operations. Meanwhile, exploration of closer association with other area colleges and universities continues as well.

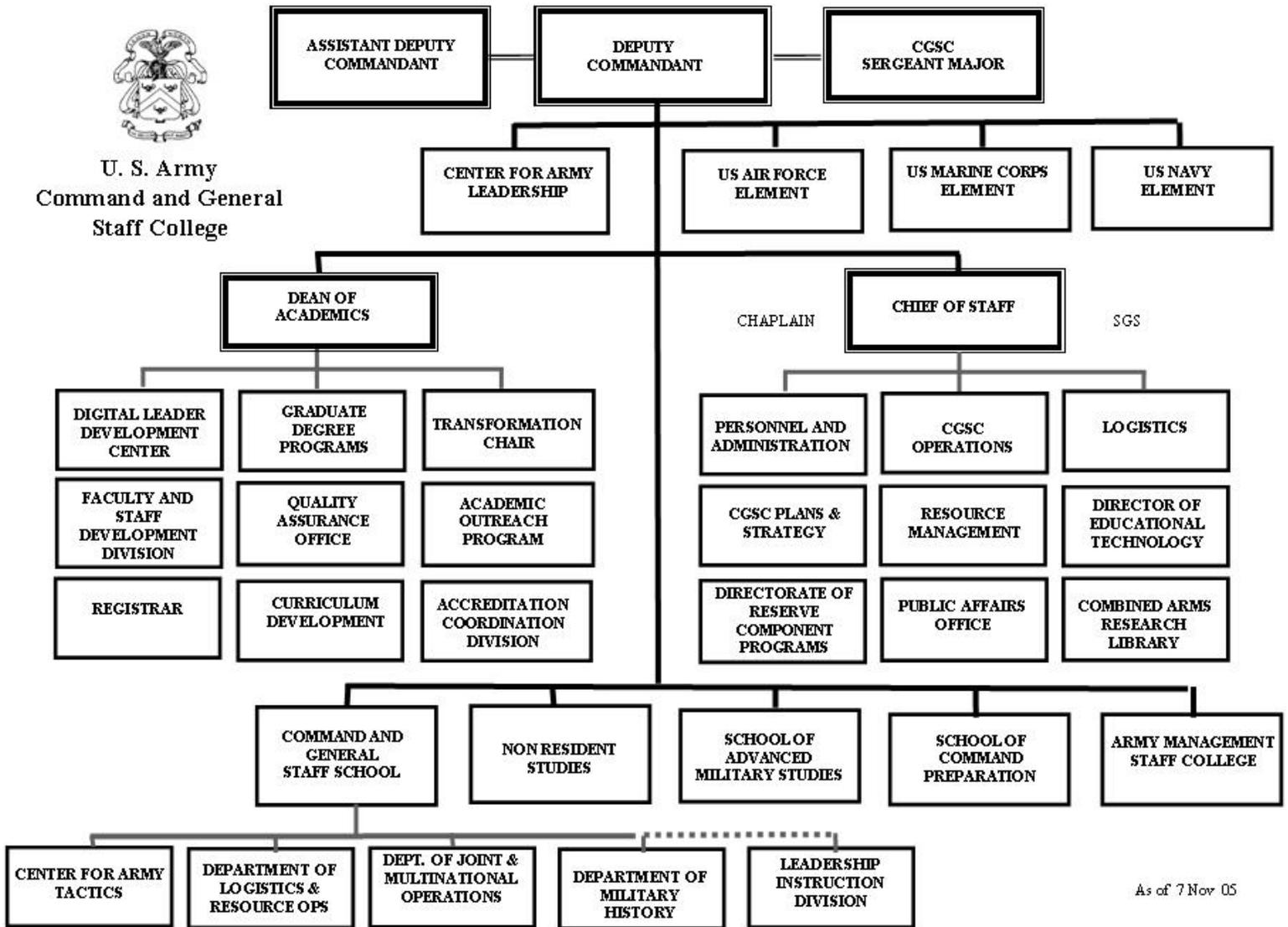
The Future

Fort Leavenworth is an integral component of the Army's central nervous system, and is no longer a sleepy outpost on the plains. CGSC occupies a vital place among the cluster of forward-looking organizations that populate the Combined Arms Center. The known challenges of the immediate future are considerable: a projected increase of fifty percent in the student population and a commensurate expansion of the faculty; striking a delicate balance between the pressing concerns of an Army at war and the need to educate officers to cope with events beyond current planning horizons; the need to maintain intellectual currency in the faculty and curriculum alike; the transfer of most personnel and operations into a new facility by 2007; and the implementation within the Department of Defense of the new National Security Personnel System to replace the existing Title 5 system. Unforeseen problems certainly loom just over the horizon as well.

Fortunately, CGSC currently enjoys its healthiest financial condition in many years and is moving assertively to refine its planning systems, stabilize senior leadership positions, anticipate future curriculum requirements, strengthen assessment and evaluation, hire dozens of additional faculty members, expand research initiatives, bring its technology to the state of the art, and fortify its associations with other educational institutions and organizations. Above all, it must unfailingly nurture a culture that upholds its professed principles; embraces learning and scholarship in military art and science; values the contributions of students, staff, and faculty alike; and serves the needs of its key stakeholders.



U. S. Army
Command and General
Staff College



As of 7 Nov 05

Figure 1.26, Command and General Staff College Organizational Chart

CHAPTER 2

CGSC Accreditation History

Introduction42

Introduction

CGSC first gained full membership to the North Central Association in 1976. The 1976 on-site team was pleased with what it found: a strong, nationally-prominent institution served by capable leadership; a well-qualified faculty; energetic students; rigorous academic programs; reliable funding; and, an impressive physical plant. The 1976 team recommended a five-year term of accreditation with an interim review midway through that period. The interim review took place in 1979 and was so successful that the NCA team recommended an extension of accreditation for another five years. Later, the College sought and was granted an additional one-year extension to accommodate a top-level leadership change.

The next full on-site visit occurred in 1985 and resulted in the NCA awarding the College a ten-year term of accreditation. At the same time, the NCA recommended a focused review within three years to examine the relationship established by that time between the established CGSS MMAS program and a SAMS variation leading to the degree. The 1988 evaluation team found that the College had adequately addressed concerns in the 1984-85 report.

The NCA most recently renewed CGSC accreditation for a ten-year period in 1995. However, the NCA evaluation team also recommended that the College submit in March 1998 a monitoring report on the evolution of four key issues:

- *Issue 1: Budget Reductions. Given continued Army downsizing during the latter 1990's, will future College budgets be robust enough to maintain established levels of excellence in both essential existing programs and necessary new ones?*

- *Issue 2: Leadership Continuity. Given the Army's policy of promoting its most talented top leaders to positions of increased responsibility, will CGSC be able to retain future Commandants, Deputy Commandants, and other leaders long enough to assure positive and controlled institutional advancement?*
- *Issue 3: Faculty Continuity. Given the related policy of assigning junior Army officers to progressively developmental positions, will the College be able to retain sufficient experienced faculty members to assure desired performance in teaching, advising, research, and other institutional service?*
- *Issue 4: Master's Degree Quality Control. Given that about eighty percent of CGSC's annual operating budget pays civilian salaries, the most expensive of which are those faculty members with doctorates, will the College be able to maintain sufficient doctoral faculty participation on thesis research committees to insure continued high standards in its Master of Military Art and Science degree program?*

In fact, each of these concerns was identified in the 1995 CGSC Self-Study. Therefore, thinking about possible solutions was already advanced at the time of the accreditation team visit.

Accordingly, the 1998 Monitoring Report submitted by CGSC to the NCA reflected considerable progress with respect to each question that was raised in 1995.

With respect to the first issue, the budget, the College was able to report substantial increases in baseline appropriated funds as well as success in seeking out uncommitted funds from other Army sources. As a result, the College had achieved a stable financial position by 1998. Tangible improvements included extensive classroom renovations, expanded computer networking, digital combat simulations labs, and new funding for faculty travel and research.

CGSC also achieved measurable gains through cost and benefit sharing with organizations in and out of the Army. The scope of these initiatives included joint training exercises with the other armed services as well as partnership with industry programs. Perhaps most important, budget stability favorably influenced the College's ability to address concerns over faculty continuity and retention of faculty with doctoral degrees.

With respect to the second issue, leadership stability, the College, first of all, was able to persuade the Army to extend the typical tenure of the Deputy Commandant from one year to two years. This substantially improved continuity and facilitated curricular and other improvements. In addition, CGSC persuaded the Army to create two stabilized positions for colonels to serve as the Dean of Academics and the Dean of Students for up to five years.

With respect to the third issue, faculty stability, the College worked systematically to compensate for the normal turnover of officers assigned to it as instructors. One means was the devising of a carefully integrated curriculum management system and extensive means for orienting and training new faculty. For example, each new military instructor was assigned to work alongside more experienced officers and would initially teach only in mature courses with proven lesson plans and supporting materials.

The College also strengthened its position by successfully retaining senior civilian faculty, whose superior academic credentials, often complemented by prior military experience, gave them professional credibility disproportionate to their numbers. The College also improved its management of teaching loads in order to reduce classroom hours for faculty and students alike.

With respect to the fourth issue, Master's Degree Quality Control, the College was able to retain its faculty holding doctoral degrees, the critical faculty for the Master of Military Art

and Science degree program. In fact, no civilian faculty members were released in order to meet imposed budget reductions.

Overall, with regard to matters of budgets, faculty continuity, and the vitality of the MMAS program, the College finds itself in 2005 in a much stronger position than it was in 1998. As the contents of the Self-Study will show, the health of the CGSC finances, improvement of faculty continuity, and an increased number of faculty with doctoral degrees are indicators of conspicuous institutional strength.

Meanwhile, although leadership stability poses a continuing challenge, the College has found new means to solidify its core of long-serving senior personnel. For example, the College has replaced what was once the military position of Dean of Students with a permanent federal service position for a Chief of Staff, who assumed many of the same responsibilities. Furthermore, it will soon hire a civilian Dean of Academics. Moreover, improved funding has enabled CGSC to establish civilian deputy and program manager positions within the schools and key directorates to foster greater continuity.

In view of the periodic fluctuations in the resource streams flowing to CGSC over the past three decades, it is especially important to note no accreditation study during that time has questioned the quality of the academic programs the College provides its students. The determination of the College in advancing its mission has shone brightly through whatever fiscal clouds that may have passed overhead.

CHAPTER 3

Criterion One

Mission and Integrity

Criterion 1: Mission and Integrity

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Core Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.)

Both collectively and individually, the schools and organizations that make up CGSC support the College's foundational documents, which are published in a variety of media for examination both by individuals associated with the College and the general public. These begin with a straightforward expression of mission:

The US Army Command and General Staff College educates and develops leaders for full- spectrum joint, interagency and multinational operations; acts as lead agent for the Army's leader development program; and advances the art and science of the profession of arms in support of Army operational requirements.

During the past year, the College has subjected its core documents, beginning with its mission statement, to exhaustive review by staff, faculty, and former students alike. In October 2005, the Dean of Academics directed that a draft version of the College's core documents be disseminated among the entire staff and faculty to ensure the broadest possible participation. The intent of this exercise was twofold. First, it entailed a meticulous re-examination of institutional purpose, values, processes, and desired educational outcomes. Second, it aimed to forge a renewed consensus as the College copes with the rigors of a challenging present and future. This was especially significant in light of a perception among some members of the faculty that they have not always been routinely included in planning and academic decisions.

The recent College-wide dialog concerning revision of the mission statement revealed broad appreciation and support even as it brought to light certain historic tensions in terms of

emphasis. For instance, while virtually everyone concurred that support for the operational Army is an essential component of the College mission, there was debate as to whether reference to this priority ought to appear in the first or the last clause of the statement. This discussion reflected two interpretations that are slightly at variance. One view held that the College exists not for its own sake as an educational institution, but to support the operational Army, and that it is important to convey this intent to the Army at large. Hence, proponents concluded that reference to this support should precede other aspects of the mission. Conversely, others held that support for the operational Army is self-evident, an implied purpose. From this point of view, the means by which the College achieves that end, the conduct of professional military education and leader development, constitute the source of CGSC distinctiveness and warrant first mention. This view eventually prevailed and was reflected in the final text.

One intention of revising core documents has been to describe the CGSC graduate. Of course, the ideal College graduate is a reflection not only of the thinking of people within the institution, but also of the responsibilities assigned to CGSC by higher authorities in the Army and DOD. Ideally, this individual should not be merely an empty vessel into which is poured the received wisdom from faculty or doctrine, but someone who more fully grasps how to reason critically and think creatively about the complex questions facing the contemporary military professional. Consistent with recently updated CGSC definitions of the intended graduate program outcomes that have been tailored to reflect the needs of the military units in the field, the College philosophy specifically emphasizes the responsibility of the institution to develop leaders who are intellectually agile and adaptive.

The complex security environment requires leaders who are self-aware and committed to lifelong learning and professional development. Leader development and education must

produce pragmatic theorists who use innovation, critical reasoning, relevant experience, and professional judgment to solve ambiguous, complex problems that our graduates will face as staff officers and commanders. Our students and faculty must be self-motivated for active participation in our diverse, broad, and ever-changing professional body of knowledge. Ultimately they contribute to the body of knowledge through research and publication in refereed professional journals.

Only such an exacting standard will enable today's military professionals to cope with the extraordinary requirements imposed by today's global conditions.

Particularly in a time of war, CGSC confronts difficulties and uncertainties quite unlike those facing civilian Colleges and universities. This does not imply that CGSC is not in most ways similar to its civilian peer institutions in the world of higher education; rather, it implies that CGSC is distinctive in certain ways that tend to set it apart. As a military College, operating at the behest of the Army, CGSC must accommodate two cultural perspectives that are occasionally at odds with one another. Military culture is based on the principle of command and the faithful execution of orders, whether framed as narrowly prescribed tasks or broadly conceived conceptual guidance. Indeed, the authority that the military confers on the senior leaders of its educational institutions in some ways exceeds senior executives' authority at most civilian colleges and universities. For example, the Commandant and Deputy Commandant can, and sometimes do, involve themselves directly in matters of curriculum content. At the same time, no institution of learning can thrive in a constrained intellectual environment that does not respect the importance of initiative, ingenuity, and originality across the organization as a whole, even within a military context. Thus, faculty empowerment is a matter of common emphasis at CGSC.

Accordingly, academic freedom is a respected principle at the College. The CGSC position on academic freedom, as formally stated in its Catalog, carefully outlines the balance between freedom and responsibility in both the conduct of classroom discussion and research consonant with institutional values.

- *In the classroom, the College encourages aggressive examination of all academic subjects. However, the debate naturally arising among professionals in such an environment should be kept free from controversial matter having no relation to the scheduled instruction.*
- *Students, staff, and faculty are entitled to full freedom in research and publication of results, consistent with the academic responsibilities of the CGSC. Nonetheless, these efforts are subject to regulatory and statutory limitations, current public affairs policies, copyright laws, security considerations, and the CGSC non-attribution policy.*

In turn, Army Regulation 360-1 (the Army Public Affairs Program) states the following:

- c. *Service school students, faculty, and staff and think tank-type organization members may publish articles without the standard review and clearance process. This is in the interest of academic freedom and the advancement of national defense-related concepts and to stimulate debate on strategic Army issues. The following guidelines apply:*

- (1) *They may express their views in such materials if those views do not disclose classified or operations security information and provided*

their work is submitted through appropriate channels for security clearance prior to release to any publisher. Unofficial writings are exempt from this requirement.

(2) The following disclaimer must be used: “The views expressed in this article (book) are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government.”

(3) Authors may disagree with current national policies as long as the policy is correctly stated. However, should military forces become operationally engaged supporting that policy, the author may not publish or distribute the material.

Ultimately, the arts of scholarship and teaching, like that of the military practitioner, necessitate striking a reasonable balance between competing imperatives.

Like civilian professional schools of medicine, law, or business, CGSC must find ways to bridge the divide between theory and execution. In the world of the military practitioner, it is clear that assigned missions are most ably accomplished by those who comprehend the art and science of the profession and can “think on their feet.” The best-prepared practitioner relies upon a blend of years of repetitive training, seasoning in the field, and the cultivation of an adaptive mind. Professional and intellectual growth must be a continuous process that extends well beyond graduation. Learning is not a sterile exercise confined to a laboratory or cloistered reading room. Graduates of CGSC can expect to have ample opportunity to apply what they have learned, often in settings where the price of failure can be measured in lives lost or national interests irreparably harmed.

As a result, students, staff, and faculty at CGSC, whether military or civilian, and irrespective of service, agency, or national affiliation understand that they hold a unique public trust and must maintain the highest standards of integrity and commitment to service. Their labors have enormous implications for men and women serving in the field, for the security of the United States as a whole, and even for the well-being of the international community. Viewed in this light, the core documents that guide the College assume a special meaning.

Mindful of the continuous evolution of the global security environment, occasionally punctuated by revolutionary developments, the College regards its core documents as living contractual statements of its relationships with its constituencies. Perhaps an apt reflection of Army culture, CGSC dialog concerning the College's mission statement has made it evident that although vague language might be more timeless, it would not serve to provide a clear beacon that would light the way for the immediate future. The lively debate over word choice and positioning of phrases to align the mission with perceived priorities should not be construed to mean that CGSC does not enjoy a shared or stable sense of purpose. Rather, it stands as evidence of a climate of continuous self-examination that marks a collective aspiration to be a responsive and learning organization.

CGSC serves mid-career officers not only from the US Army, but also from the US Navy, the US Air Force, the US Marine Corps, the US Coast Guard, several civilian governmental agencies, and the militaries of over seventy countries around the world. All together, they form a rich and diverse community focused on the purpose, practice, and values of the profession of arms. The College vision aptly encapsulates this proposition:

Today's contemporary operating environment requires leaders for tomorrow's joint, interagency, and multinational operations. We must replicate that operational

environment in the classroom. Therefore, CGSC is more than an “Army “school; we are a joint, interagency, and multinational school with international and sister services officers in our faculty and student body.

Consequently, through the years CGSC has become a center of military learning whose graduates constitute a national and international network that exerts a profound influence worldwide.

As outlined in the College’s core documents, CGSC’s strategic priorities emphasize professional military education and leader development, as well as the central importance of immersion in and contribution to a dynamic body of professional knowledge.

- *Educate and train the students to ensure successful graduates can lead teams and solve complex problems throughout the spectrum of operations.*
- *Develop, publish, and subscribe to the professional body of knowledge.*
- *Develop, integrate, and synchronize leader development and educational system.*
- *Recruit, develop, and retain world-class faculty.*
- *Support the Army at war and advance the profession of arms.*

The core documents further establish links to US National Security Strategy and other authoritative statements of national defense policy that guide all constituent components of the national security establishment.

In turn, CGSC values shape the means by which the College fulfills its mission.

We value service to the nation, the warrior ethos, Army values, how to think versus what to think, and agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development.

These make clear institutional priorities as reflected in the CGSC Campaign Plan and provide a sound basis for plotting the institution's future course.

As a logical extension of its mission statement, priorities, and philosophy, the CGSC Catalog describes the rules and relationships that orchestrate the day-to-day management of education. This authoritative document provides the critical guidance to which other policies and procedures necessarily adhere. Broadly, its topics include the mission, functions, organizational structure, and educational philosophy of the College as well as outlines of courses offered, and central essential academic and administrative information. At the direction of the Dean of Academics, the Staff and Faculty Council and the Graduate Faculty Council thoroughly reviewed last year's Catalog and recommended substantive revisions to bring both the document and some of its component policies up to date.

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Among CGSC's core documents, the vision statement makes explicit reference to the diversity of learners and constituencies served by the College. This flows logically from the reference in the mission statement to educational emphasis on joint, interagency, and multinational operations.



Figure 3.1, International Officers

Put another way, this task recognizes the complex and varied environment in which officers must operate upon leaving the schoolhouse. The term “joint” implies collaboration with and among members of all of the armed services, each of which has its own distinctive institutional culture and professional lexicon. “Multinational” recognizes that US military personnel will typically operate within the framework of a coalition or alliance. Hence, all CGSC students and faculty, irrespective of their service branch or country, must be attuned to national differences and able to surmount them in a spirit of cooperation and, if possible, shared purpose.

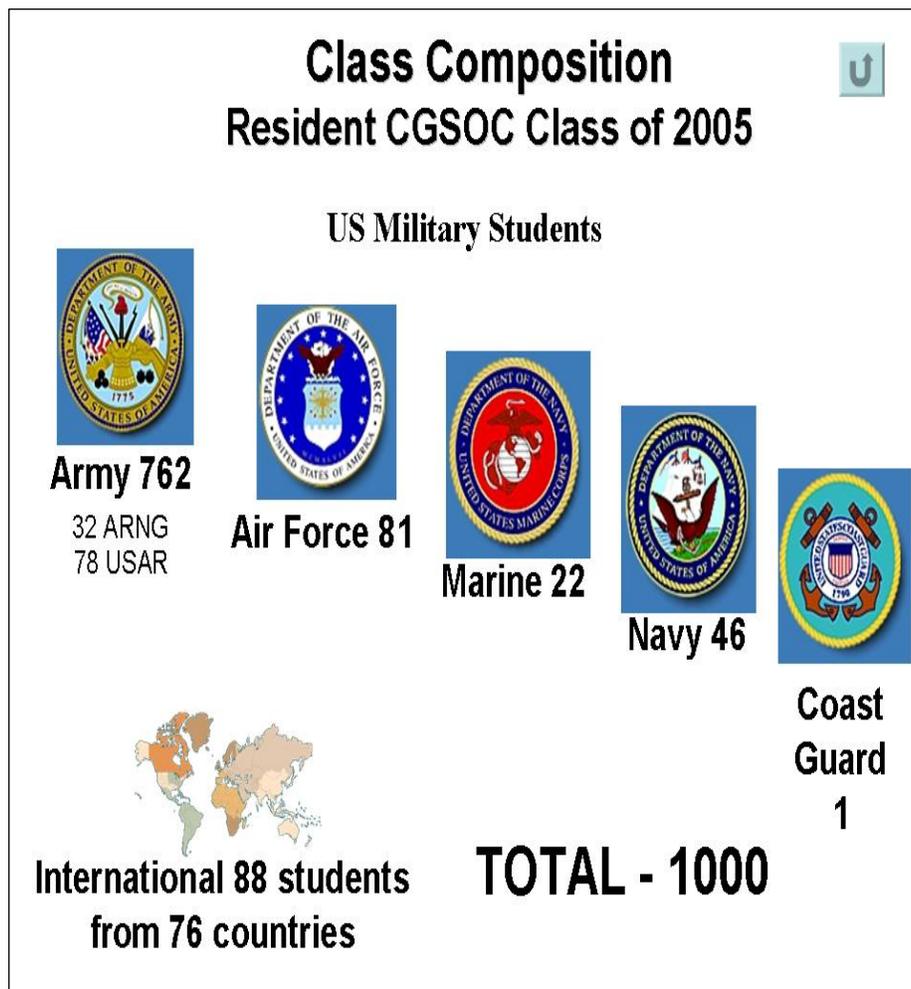


Figure 3.2, Class Composition, US Military Students

Class Composition Resident Class of 2005

International Officer Students



Figure 3.3, Class Composition, International Officer Students

In turn, “interagency” acknowledges the ever-growing importance of working in tandem with representatives of numerous other agencies of the United States Government, each with its own carefully tailored mission and organizational design.

In a complementary fashion, the CGSC Campaign Plan highlights inclusive and collaborative processes in the College model of governance and administration.

The Campaign Plan is a vehicle for leading and communicating change. It is both a document and a process to ensure unity of action, prioritize effort, and assess progress.

The Campaign Plan establishes operational objectives and end states along the College's five lines of operation: students, faculty, curriculum, leader development and education, and infrastructure.

The United States Army Command and General Staff College implements the vision and Campaign Plan through a governance and administration model that values inclusiveness and collaboration within the College, between the College and the joint force (Army, Navy, Air Force, Marines), and between the College and our colleagues in our professional body of knowledge (e.g. multinational partners, US Government agencies, and other educational institutions).

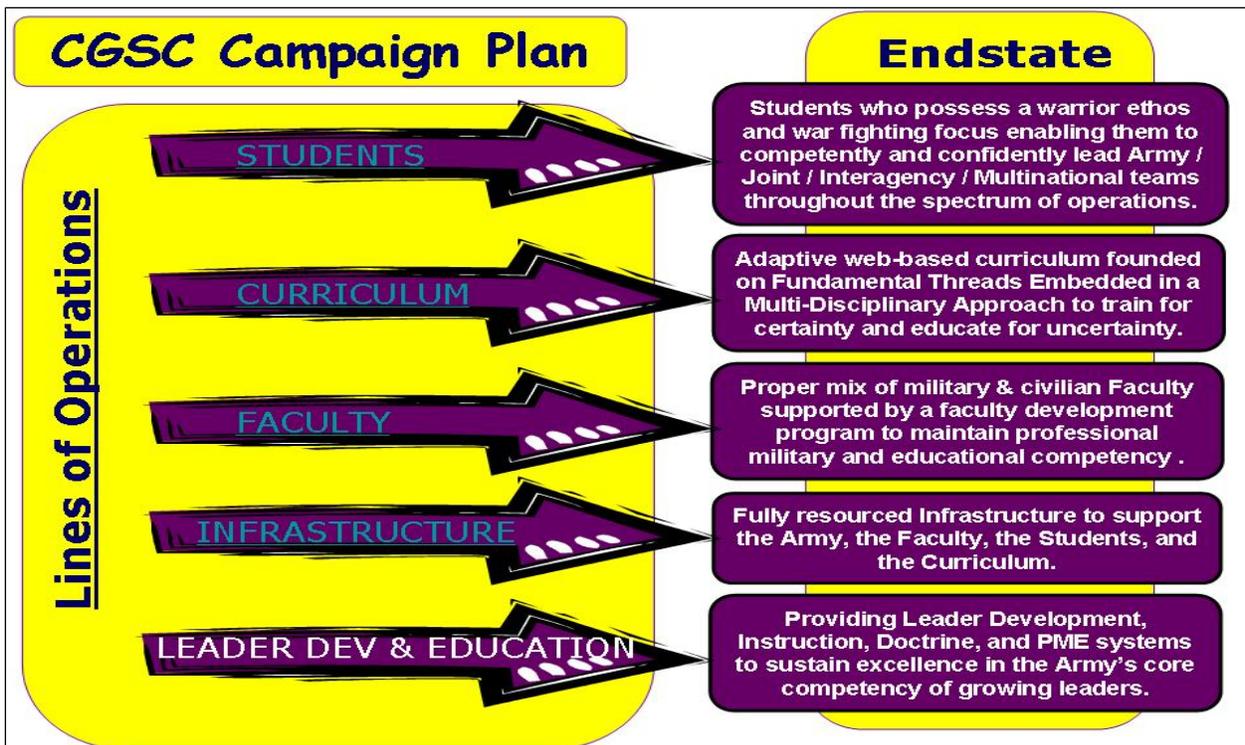


Figure 3.4, Lines of Operations

Fittingly, each sister service (Air Force, Marines, and Navy) maintains an active administrative and faculty directorate that participates in all College decision-making processes ranging from regular meetings with the Deputy Commandant to the Staff and Faculty Council and curriculum review sessions. Moreover, each functions as a liaison to communicate CGSC's needs and policies to their respective services. Each, for example, ensures that representation of sister service (Air Force, Navy, Marines) officers among the student population conforms to congressionally-mandated standards for integration and joint education. Overall, these directorates help Army and sister service officers understand the most appropriate and flexible ways to employ joint forces in war and peace. They elevate cross-cultural awareness among the services, thereby bridging differences in experience, terminology, and practice. This collaborative approach does much to forge a high level of mutual understanding at this crucial juncture in the career of a field-grade officer when mastery of service-specific knowledge must give way to more complex and integrated approaches. Put another way, the process of joint thinking and execution inherently requires a collaborative methodology.

Of course, appreciation for diversity manifests itself in many ways within the College. In light of the remarkable variety of its students, staff and faculty, CGSC maintains a vigilant commitment to the principle of respect. As an Army institution, the College is obligated to align itself, both in principle and practice, with officially proclaimed values. Indeed, respect is one of the seven core Army values: "Treat people as they should be treated." Moreover, CGSC is guided by and fully adheres to all federal laws and the regulations promulgated by the Department of Defense and other agencies.

A systemic manifestation of respect for diversity at CGSC is a broad-based effort to foster the interpersonal skills and sensitivities essential to effective cross-cultural communication among ethnic, national, racial, or religious groups. For instance, CGSC faculty participate in faculty development workshops aimed at heightening their awareness of cultural differences and

the role these differences play in how people understand one another. This program builds on the extensive experience operating in other cultures that many CGSC instructors possess by virtue of military service in multinational settings or other collaborative endeavors.

The Combined Arms Center (CAC) manages an active Equal Opportunity Program in which CGSC fully participates. Among the training opportunities regularly offered is the Consideration of Others Program. Active duty Army, Reserve, and National Guard officers in all grades, noncommissioned officers from the rank of sergeant to sergeant major, and civilians graded at GS6 or above may volunteer to complete the forty-hour training course to become small group facilitators for the post-wide program.

Partly as a direct consequence of current operational experiences in Iraq and Afghanistan, and at the request of senior leadership in the Army, cross-cultural communication and cultural awareness now receive concentrated emphasis in the College curriculum. In addition to focused blocks on instruction within the common core, CGSS students enjoy the opportunity to take regional electives that delve deeply into the cultures of specific countries and areas of the world. For some students in the Command and General Staff School (CGSS) and the School of Advanced Military Studies (SAMS), education in cultural awareness takes the form of participation in exchange programs and exercises in France, Germany, Belgium, and Canada. All students, however, benefit directly from getting to know their peers of other nationalities, cultures, and armies in the classroom environment.

The College assumes responsibility for expanding the cultural horizons of US officers, and enthusiastically fulfills its obligation to do the same for its international contingent. In this spirit, CGSS provides international officers, who typically constitute about ten percent of a given class, extensive opportunities to interact closely with individuals and communities around Fort Leavenworth. CGSS links each international officer and family with a military sponsor and volunteer civilian sponsors both from Leavenworth and the greater Kansas City metropolitan

area. These civilian sponsors help them learn and explore beyond the borders of a military installation during their time here. International officers frequently return the favor by appearing as guests or speakers at local schools and civic organizations.

Within the College, the International Military Student Division (IMSD) supports a variety of programs and activities. The CGSS program of instruction for the IMS is divisible into three parts: the IMS Preparatory Course (IMSPC), the Intermediate level Education Preparatory Course (ILEPC), and the ILE. The IMSPC and ILEPC are summer orientations lasting several weeks and allow the IMS to enter the ILE or CGSC resident course with their American counterparts on a more equal footing. Under the Student Ambassador Program, each IMS is also assigned a US classmate to help him or her more easily negotiate the passage to success in CGSC.

<p style="text-align: center;">Core Component 1c Understanding and support for the mission pervade the organization.</p>
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The CGSC mission statement is on prominent display throughout the College. In turn, each school and directorate publishes its own mission statement, which it relates to that of CGSC as a whole. Like other foundational documents at the College, the mission statement is subject to periodic review.

As discussed earlier in this chapter, discussion of the mission statement within the College elicited extensive and thoughtful comment from many individuals. It also raised awareness of the mission throughout the staff and faculty. The dialogue culminated with an official signing of the new CGSC documents by the Deputy Commandant during his quarterly address to the staff and faculty in November 2005.

The community discussion of mission also revealed the fact that the most current versions of core documents did not always appear in College policy documents and bulletins. This discovery helped prompt a general review of documents to verify currency and accuracy.

Of course, although the College writes its own mission statement, powerful influence is exerted from external as well as internal sources. To be sure, the College is just one part of the complex, hierarchical network of organizations within the Department of the Army and Department of Defense. As such, CGSC regularly examines its mission priorities to ensure that they align with those of higher levels of authority. Accordingly, because they understand that the College exists within a clear chain of command, the soldiers and civilians of the College alike realize that important directional changes may be initiated from above. In most cases, new organizational priorities are transmitted through the US Army Training and Doctrine Command (TRADOC), Ft. Monroe, Virginia, which is also responsible for supervision of Army branch schools and training programs, as well as the US Army War College at Carlisle Barracks, Pennsylvania. Guidance from TRADOC manifests itself quickly in institutional planning and budgets at the College level. Broadly conceived guidance may also emanate from other command sources as well. For example, the US Army Chief of Staff, who addresses CGSC students and faculty annually, and joint force commanders representing all of the armed services visit the College on a regular basis to impart the latest thinking on service and national priorities. In summation, awareness at the College remains high concerning emerging policy trends at more senior commands.

Core Component 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

As a military educational institution, the Command and General Staff College operates within a constitutionally-based hierarchical system of authority that differs from the processes of governance at most civilian institutions. CGSC does not answer to a typical board of governors, but rather to a chain of command that reaches to the US Congress and the President of the United States. Inevitably, some decisions concerning the College will be made with relatively little deliberation at the College itself. In turn, the Commandant and Deputy Commandant enjoy broad decision-making authority by virtue of rank and position. Nevertheless, within the bounds of its own prerogatives, CGSC has worked hard to foster an atmosphere of collaboration and open communication.

In the interests of efficiency, continuity, and more effective communication, the College has extensively restructured its organization and mode of governance during the past two years. In 1995, the accreditation review team from the Higher Learning Commission of the North Central Association cited concern over leadership turbulence at CGSC and its adverse effects on governance. As noted in preceding chapters, the College has made great efforts to mitigate the effects of leadership turnover since the mid-1990s. Particularly at issue was the almost annual replacement of the Deputy Commandant, a disruption compounded by the regular turnover of other senior uniformed leaders and often a majority of the faculty, who normally were assigned to Fort Leavenworth for only two to three years.

In response, the College managed to persuade the Army of the necessity to retain Deputy Commandants in place for two years at a time. To further foster stability, the College created two dean positions to be filled by Army colonels who would be allowed to serve for up to five

years. A follow-up review of CGSC by the North Central Association in 1998 acknowledged these steps as constituting a significant improvement.

However, the intent of these reforms was not entirely fulfilled. Although stabilization of the Deputy Commandant position was successful, the College was less fortunate with the deans, who for a variety of reasons served significantly shorter terms than intended. This problem soon came to the attention of the CGSC Advisory Committee, a body consisting of from six to twelve senior administrators and scholars from civilian academic institutions around the United States. Established by Department of the Army when the College received authorization to grant the degree of Master of Military Art and Science, the Advisory Committee meets annually at Fort Leavenworth for three days. During each visit, the committee meets with students, faculty members, and administrators from the various schools and directorates. The College's Director of the Graduate Degree Program serves as executive secretary and assists in compiling the annual report. This document, containing observations and recommendations, is publicly posted on a government Web site. Last year, members of the Advisory Committee represented such institutions as Yale University, Massachusetts Institute of Technology, the University of Saint Mary (Leavenworth, KS), the University of Arizona, Southwestern University, Western New Mexico University, the University of New Hampshire, and the State University of New York at Buffalo.

Finding that rapid leadership turnover continued to impede continuity of programs and planning, the 2003 CGSC Advisory Committee Report urged the College to establish a senior leadership position to be filled by a civilian. In response, the College hired a civilian Chief of Staff in 2005 and will establish a Title 10 civilian position for a Dean of Academics in 2006.

In addition, as part of a broad trend towards "civilianization" of the operational infrastructure of governance, the College has taken several other important steps. In November 2004, the Deputy Commandant acted to ensure a greater and more continuous role of senior

academic leadership in the College by approving the establishment of a Graduate Faculty Council. Consisting of from six to nine senior scholars appointed by the Deputy Commandant, this body serves as a source of independent advice on academic policy and research. The Director of the Graduate Degree program chairs the council, which currently includes three longer-serving members of the regular faculty and two senior administrators. An additional member is a scholar invited from outside the College. All have distinguished records of research teaching and scholarship. Among recent tasks undertaken by the Graduate Faculty Council are the adoption of a statement on academic freedom and the review of a bulletin on grading policies. As one of its regular functions, the council screens research proposals from faculty members seeking to become CGSC Research Fellows.

A no less important step has been the revitalization of the Staff and Faculty Council during the past two years. This representative body had, by 2000, fallen into a state of neglect and was widely perceived as ineffectual. There were two general causes of this decline. First, during the 1990s, the College leadership gradually ceased looking to the council for advice. Second, at a time when most members of the council were officers, relatively few questioned this state of affairs. Among the stimuli to revive the council was the anticipated conversion to a predominantly long-serving civilian faculty who view education as their profession. Concerted efforts on the part of council leadership, combined with renewed commitment by the Deputy Commandant, Assistant Deputy Commandant, and Dean to consult the council on matters of curriculum, governance, and faculty recognition, have reversed the decline of former years. Moreover, at the request of the Deputy Commandant, a review of council selection processes is underway to ensure broad representation of all constituencies in the College, including the newly assimilated Army Management Staff College located at Ft. Belvoir, Virginia. Representatives of the faculty constitute a majority of current membership on the Staff and Faculty Council. Members elect the chair of the council on an annual basis.

The Deputy Commandant periodically meets with the Staff and Faculty Council to air concerns and discuss institutional priorities. Indeed, the CGSC Advisory Committee's 2004 report applauded the College's efforts to involve staff and faculty in dialogue on important matters. Further, the report noted extensive faculty involvement in adapting and improving the new curriculum. In citing the continuance of this trend, the 2005 Advisory Committee Report expressed approval of the Deputy Commandant's emphasis on the faculty as constituting, in the parlance of Army doctrine, "the decisive line of operations" in the College.

Yet another concrete measure to foster continuity in the College's year-to-year operations has been the appointment in most schools and directorates of a civilian deputy director or program manager. Thus, critical institutional knowledge will not disappear with the fairly regular departure of Army colonels who head most of these organizations. This personnel scheme has the additional benefit of enabling the colonel-level directors to delegate important responsibilities to individuals who are in a position to effect long-term implementation of critical decisions and policies.

Collaboration is also an essential element of the educational process at CGSC. For example, within the Command and General Staff School (CGSS), most members of the faculty belong to interdisciplinary twelve-member "teaching teams" described earlier, each of which assumes direct responsibility for the education of a full section of sixty-four to seventy students. Each team is headed by a team leader, who constitutes another element of College governance. Team leader responsibilities include performance evaluations of each team member and ensuring the integration of diverse elements of the curriculum in the classroom.

The collaborative challenge at SAMS reflects the imperative to meet the expectations of an army at war for well-educated officers while carefully expanding the permanent faculty. Several extensive external studies of SAMS, conducted by senior retired officers, recommended a deliberate program of faculty expansion that would balance the requirement for doctoral-level

specialists with the equally necessary capabilities of operationally experienced retired officers. The aim is to achieve a classroom mix that offers the best of all worlds.

In its 2005 Report, the CGSC Advisory Committee noted the improved clarity of institutional focus under the current leadership.

The Advisory Committee is pleased to observe the salutary effect of changes in leadership and organization across the College. In particular, the committee commends the Deputy Commandant for an evident improvement in College morale and the development of an emerging consensus among the staff and faculty that the institution is moving forward. Other evidence of progress includes the reorganization of responsibility for assessment and faculty development, and the growing number of women in leadership roles at the College.

As further evidence of a forward movement, the Process for Accreditation of Joint Education (PAJE) Report of March 2005 concluded that the College has made great progress in meeting joint education standards.

<p style="text-align: center;">Core Component 1e The organization upholds and protects its integrity.</p>

Integrity, doing “what’s right, legally and morally,” is one of the Army’s seven core values. The College takes great pride in the commitment of its personnel, military and civilian alike, to the principle of integrity. This commitment manifests itself broadly in attitudes and policies pertaining to teaching and learning, administration, and service to the nation.

Faculty members at CGSC on the whole demonstrate an extraordinary work ethic. They teach longer hours, keep longer office hours, and devote more time to the development of

courses than their counterparts at typical civilian institutions. Above all, they show remarkable concern for their students' learning. Faculty members are easily accessible. Clear evidence to this effect is found in the widespread voluntary support for the MMAS program. Every year, a hundred or more faculty members willingly serve on thesis or monograph committees to support and guide student research.

Meanwhile, many Army and CGSC regulations govern administrative, budgetary, and academic processes at the College. All uniformed personnel are subject to the Uniform Military Code of Justice. Civilians in the federal service fall under federal employment guidelines. In principle, civilians who are retired from the military remain subject to the Uniform Code of Military Justice as well, but actual instances of its application in regard to civilians are exceedingly rare. All personnel are expected to uphold the highest ethical standards and must undergo periodic refresher training to guarantee widespread awareness of the most current rules and regulations.

Great care is taken to maintain integrity in academic policies as well. In the classroom, CGSC students receive detailed explanations of what constitutes plagiarism and other matters germane to the integrity of the academic experience. For instance, the student writing manual, Student Text 22-1, addresses examples of violations. In the same spirit, faculty in the Graduate Degree Program discuss the theory and practice of correct academic citation of sources in the A211 elective on research methods. The Student Text 20-10 manual issued to all thesis students provides further detailed explanation of contemporary standards and refers students to authoritative style guides. All serious alleged violations of academic integrity are subject to review and may be referred to an academic board at which the student is given full opportunity to present his or her perspective.

Like most institutions of higher education, CGSC encourages students to resolve concerns with faculty or administrators directly, when possible. As a general rule, most minor

problems are handled successfully in this manner. CGSC maintains an “open door” policy in accordance with Army Regulation 600-20, the same set of rules that applies in Army units anywhere. For the purpose of soliciting general comments or concerns, all students are provided “student comment sheets” that they can submit directly to the Quality Assurance Office, which employs an analytical model to identify emerging trends.

To clarify and improve existing policies, the College is reviewing major documents such as the CGSC Catalog and associated bulletins that govern academic and administrative processes. For example, the Staff and Faculty Council scrutinized existing policies on grading both to foster greater transparency and to curb serious grade inflation.

Still another distinct feature of academic integrity at the College is the policy of non-attribution for visiting guest speakers. To foster the freest possible discussion with participants in the leadership lecture series or other forums, the College offers the opportunity to speak without concern for being quoted by name outside of the auditorium or classroom. Observance of this rule by students, staff, and faculty is treated as a matter of professional ethics.

Following a broad review of the College, The Process for Joint Education (PAJE) Report of March 2005 concluded that CGSC statements of academic ethics, academic freedom, and non-attribution policies provide clear guidelines that engender an environment of open and healthy exchange among students, and faculty.

Concern for integrity at CGSC takes still other forms as well. Over the years, the College has labored intellectually to find and maintain a reasoned balance between the imperatives of training and education. Naturally, training, which entails repetitive practice and mastery of specific finite bodies of information, is central to Army organizational culture. Therefore, broad guidance from TRADOC typically finds expression in terminology rooted in a training outlook. To some extent, this is appropriate to a professional culture that focuses on the role of the practitioner. On the other hand, the College recognizes that the process of education, the

intellectual preparation of the student to navigate in the uncharted waters of uncertainty and ambiguity, requires a different approach. Proponents of training and education view finding the proper emphasis as a matter of institutional integrity.

In its 2005 report, the CGSC Advisory Committee commented on the continuing repercussions of this debate.

The tension between the requirements of education and training surfaced as a constant theme in discussion with students, faculty, and staff. One result is that the challenge to faculty and students alike to set priorities continues unabated. The resultant problem is manifested in both CGSS and SAMS. Within the CGSS curriculum, the ILE core is now viewed positively as contributing to education, as well as to the development of critical and creative thought. As was the case a year ago, students and faculty regard electives, the MMAS Program, and the parallel history course as outstanding components of the curriculum. In contrast, AOWC components, especially blocks two and three, remain burdensome and superfluous in the eyes of many. At present, students appear to be setting their own priorities independently and dismissing much of the work for AOWC. SAMS faculty gave evidence of sharp division over the question of education versus training, some asserting that the prospect of a growing training emphasis in the curriculum jeopardizes education.

Ultimately, both schools took into account this report and other data as they determined curriculum revisions to be implemented during the current academic year. One specific response within CGSS was the reduction of hours in the AOWC curriculum and an increase in elective course opportunities from five to eight. Similarly, SAMS curriculum revision reflected a

continued high priority on academic content, particularly in such fields as military history and theory.

Further evidence of integrity in the College's fulfillment of its professed values comes in the form of direct service to the nation (to be discussed at greater length under criterion five). Most recently, CGSC deployed a team of staff, faculty members, and students to assist disaster relief operations in the aftermath of Hurricane Katrina. In addition, for the past several years, individual members of the staff and faculty have routinely answered the call to provide support as staff officers or planners in Afghanistan and Iraq.

A final, and highly distinctive, aspect of the integrity principle at CGSC is the proper handling of classified information. Given the highly sensitive nature of the information to which most staff, faculty, and students at CGSC may be privy, great care must always be taken to ensure proper handling and storage. All civilian members of the staff and faculty, not to mention all US military personnel, are legally required to obtain and maintain appropriate security clearance. In addition, the Army requires that all complete online information assurance training supplemented by periodic formal presentations. Especially in a time of war, the College takes this matter very seriously.

Although the proposition that information must be protected is relatively straightforward, there are nuances to the challenge that the College faces in this regard. For example, in the age of the internet and increased reliance on online instruction, extraordinary care must be taken to prevent the unauthorized release of sensitive data. Even a minor spillage of information marked "For Official Use Only," can require extraordinary clean-up effort from the Directorate of Educational Technology.

Accordingly, faculty and students receive regular reminders about the hazards of inadvertently putting electronic files that they have not personally checked online. For example, the Graduate Degree program arranges for the College's security officer to brief all master's

degree students early in the A211 elective course on research methods. For those few students who choose to conduct classified thesis research, special rules apply. In such cases, the students and their committees must carry out thesis work only in authorized spaces in Bell Hall or at the Combined Arms Research Library.

Still another dimension of the security question pertains to the role of International Military Students and liaison faculty members at CGSC. Depending upon a given country's relationship with the United States, or its membership in an alliance such as the North Atlantic Treaty Organization (NATO), distinct sets of rules may apply. One consequence is that foreign officers are not privy to all of the printed material or focused lectures that are available to their American counterparts. This circumstance is generally appreciated by all, particularly in light of continuing combat operations in Iraq and Afghanistan, but at times is a source of minor frustration to US and foreign personnel alike.

CHAPTER 4

Criterion Two

Preparing for the Future

Criterion 2: Preparing for the Future

Core Component 2a	74
Core Component 2b	79
Core Component 2c	85
Core Component 2d	92

Core Component 2a
The organization realistically prepares for a future shaped by multiple societal and economic trends.



Figure 4.1, Teamwork. Photograph by Michael Dye, NWMSU.

In many ways, CGSC faces the same challenges of balancing missions and capabilities as most civilian institutions. However, the context in which planning takes place is unlike that at most other schools. For example, CGSS has no need to recruit students in the usual sense, since they are assigned to various courses at the College by their respective Army branch, armed service, or civilian agency. In addition, students do not pay tuition. They do, however, receive many kinds of support from the post garrison (see criteria three and five).

This does not mean, however, that CGSC does not need to conduct “environmental scanning.” Each of its constituent schools needs to adjust to changes in the employment of Army personnel by Human Resources Command (HRC), the Army’s central personnel management agency. Because it was determined several years ago that beginning in 2005 all US Army majors in operations career fields must attend the resident CGSOC at Fort Leavenworth, CGSS must within certain bounds project growth in future enrollments. Indeed, the current forecast is

for 1,792 students for the 2007-2008 academic year. This represents a dramatic increase above the current population. However, in light of the current rate of deployment for majors to Iraq and Afghanistan, there is no certainty that this number will come on schedule. Consequently, the College must be prepared to accommodate whatever number of students the Department of Defense elects to send. This figure is on occasion subject to sharp and sudden fluctuation, sometimes within a few months of the beginning of the school calendar. Consequently, CGSS planning regularly accounts for various contingencies arising from emerging requirements imposed by the Department of Defense.

Inevitably, fluctuations in CGSS enrollment have collateral consequences for the Master of Military Art and Science (MMAS) degree program and the School of Non-Resident Studies (NRS). CGSS student participation in the MMAS Program is entirely voluntary, historically at the rate of about ten to twelve percent of total enrollment. Thus, the absolute enrollment will normally vary in direct relation to total enrollment. In turn, NRS, which does not offer the MMAS, serves the population that does not attend CGSOC either at Fort Leavenworth or at one of the College's Course Locations. Consequently, a sharp rise in resident enrollment would imply a corresponding decrease in non-resident participation. The advent of online instruction should increase NRS flexibility to accommodate this shift in the population it serves.

In contrast, SAMS and SCP can more reliably predict enrollments, which are based on selection processes that place a predetermined cap on participation. To date, planned growth in SAMS enrollments has determined the current level of participation. In some years, the AMSP may not fill all eighty-four available seats, but enrollment has not dipped below seventy-eight in recent years. At present, there are no signs that the Army has identified a need for further expansion.

Enrollment in the courses of the Army Management Staff College varies to some extent with opportunity and interest within the DOD civilian workforce. Although enrollments for any

given course are capped, there is sufficient reserve capacity in the system to accommodate current and anticipated needs.

Viewed as a whole, CGSC presently receives all the resources necessary to cope with the student load and has positioned itself favorably in anticipation of sharply rising future enrollments. The strength of the College as measured in financial and human resources has never been greater. The rapid adoption of new classroom technology, implementation of a rich and diverse speakers program, continuation of such curriculum enrichment activities as historical “staff rides,” robust support for research and other travel, and the conduct of large-scale, interactive simulation exercises stand as testaments to the College’s ability to adapt to future requirements.

Similarly, CGSC constituent schools have been remarkably adaptive in responding to requests from the Army to address or strengthen certain areas in the curriculum. CGSS and SAMS have extensively modified their curricula in the past several years to emphasize topical subject areas such as cultural awareness, information operations, support and stability operations, assistance to disaster relief, counterinsurgency, and joint and interagency issues.

One systemic approach to maintaining an up-to-date curriculum in CGSS and SAMS is to monitor the eleven identified variables associated with what the Army terms the “Contemporary Operating Environment” (COE): physical environment; nature and stability of the state; military capabilities; technology; information; external organizations; social demographics; regional relationships; national will; time; and economics. First introduced in a 1999 paper titled “Capturing the Changing Operational Environment,” this analytical framework provides a holistic approach for understanding potential operating environments.

Meanwhile, the College’s location among a network of future-oriented activities at Fort Leavenworth naturally enhances its response capability. Organizations such as the Center for Army Lessons Learned (CALL), the Combat Studies Institute (CSI), the Foreign Military Studies

Office (FMSO), the Combined Arms Doctrine Directorate (CADD), the *Military Review* (one of the Army's refereed professional journals), and the National Simulation Center all play an important role in tracking and shaping emerging trends in the security environment, and hence in learning needs.

Yet another focused effort to position the College for the future is the recent appointment of a professor to fill a newly created Transformation Chair. The purpose is to enhance the College's ability to prepare students for transformation of the force entailing experimentation with new forms of organization, adoption of more advanced technologies, and innovative strategies for success. The Chair serves as the focal point for transformation studies at CGSC and heads efforts to create additional courses, spur research, and help keep the curriculum at the cutting edge of change in the military profession.

The current occupant of the Transformation Chair recently proposed a plan entailing six separate elements that together should facilitate improved incorporation of transformation perspectives into the curriculum: 1) continuous curriculum review; 2) short course development; 3) creating directed-study electives; 4) creating elective courses for CGSS and SAMS; 5) supporting graduate research by MMAS students; and, 6) support for faculty development and research. Moreover, the study of transformation places the College in a collaborative relationship with peer institutions, each of which has selected a Transformation Focus Area for Excellence. For CGSC, that area is "Leader Development for a Network-Enabled Force."

Appropriately, upcoming initiatives will concentrate on three questions:

- How will future leaders operate in the new transformed environment?
- What new knowledge and capabilities will be required of leaders in a network enabled force?

- What modifications in education/training are needed to ensure that leaders are ready for the challenges of a transformed and network enabled force?

This effort will proceed in coordination with the DOD Office of Force Transformation.

One aspect of transformation within DOD and the College is the implementation of the new National Security Personnel System (NSPS), which will replace the old Title 5 system. An important facet of this transition is the elimination of the system of ranking civilian employees in a progressive sequence of grades from government service one through fifteen. The new system is far simpler, dividing employees into three broad pay bands and abolishing the traditional system of rigid job classifications that had not kept up with the times. Employee accountability will focus on well-defined objectives. In principle, this will facilitate both greater rewards for high-performing employees and simplification of adverse actions against poor performers without compromising due process. Meanwhile, the NSPS leaves the established network of benefits intact.

The philosophy underlying the NSPS emphasizes a focus on mission and flexible rules of administration. Accordingly, managers and employees will link individual performance objectives to the organizational mission. Approved by Congress in 2003, the NSPS will begin implementation in 2006 and will probably not affect employees at CGSC until 2007, pending the adoption of complete enabling regulations and the outcome of litigation. To pave the way for this change, the Fort Leavenworth garrison sponsored appearances by experts on the NSPS. Each session led to town-hall discussions allowing the opportunity for questions and answers. Before full implementation of the NSPS at Fort Leavenworth, managers and employees will be able to attend focused training sessions to gain necessary familiarity.

The NSPS will not affect Title 10 faculty members at the College. The Title 10 system is based on appointment to positions for specified terms, normally from two to five years, and has its own pay scales based on a series of academic titles from instructor through supervisory

professor. The vast majority of civilian faculty members at CGSC, including nearly all of those hired during the past five years serve under the Title 10 system.

Core Component 2b
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

CGSC labored under serious budgetary and resource constraints during the mid-1990s.

The North Central Association accreditation team focused on this concern in its 1995 post-visit report. The budgetary weakness not only threatened upkeep of the College’s physical infrastructure, but portended painful cuts in the number of civilian faculty. In particular, the possible loss of a significant fraction of the resident faculty members holding doctoral-level

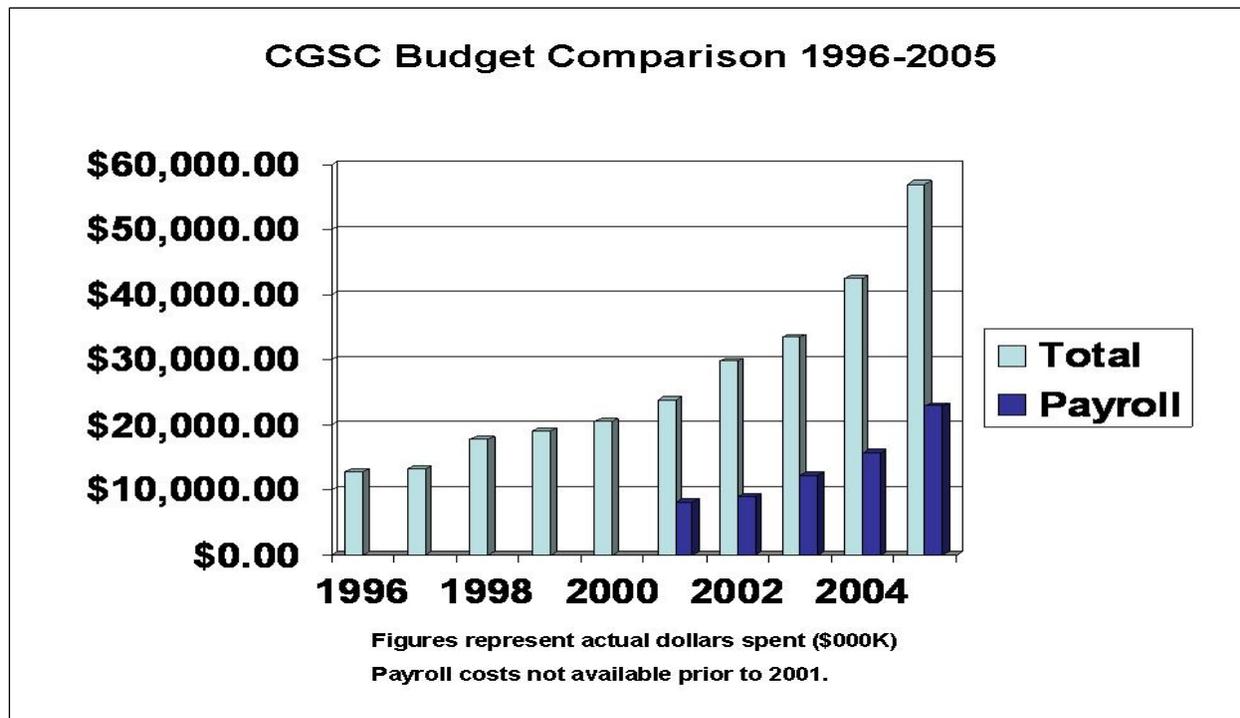


Figure 4.2. CGSC Budget Comparison. 1996-2005

degrees placed the viability of the Master of Military Art and Science degree program at risk.

The 1995 NCA Report played no small role in pressuring the Army to ameliorate the College's fiscal distress. Armed with this external analysis, the CGSC leadership was better able to articulate its case for greater funding to the Army and TRADOC. Soon thereafter, budgets stabilized, a point noted in a follow-up review of CGSC by the NCA in 1998. More recently, and especially during the past four years, the College has dramatically improved its financial position.

Conditions today stand in stark contrast to those the College faced a decade ago. The current budget has permitted the College to undertake substantial increase in the size of the civilian faculty, an extensive overhaul of classroom technology, and the start of construction of the Lewis and Clark Center, a state-of-the-art facility that will house most of the College's activities beginning in 2007. Furthermore, these steps have been taken to anticipate future requirements and preserve the College's position as a premier center of graduate-level military education.

By law, the College receives funding through congressional appropriations. Operations and Maintenance, Army (OMA) funds, those disbursed directly to the College, cover expenses for labor, travel, contracts, supplies, and equipment. The College must return to the general treasury any OMA funds that are not spent within the fiscal year.

TRADOC provides legal funding authority to CAC for the College. In addition to directly appropriated funds, the College receives reimbursement in the form of military interdepartmental purchase requests (MIPRs) for services rendered to other DOD agencies. In addition, the College has three accounts that originate from other than traditional appropriated sources. The Jantzen-Bremer Trust Fund provides funding from an estate willed to CGSC for its benefit and offers the most flexible accounting. This fund covers minor expenses, such as gifts for visitors that cannot be paid for with College operating funds. Held in trust by the Defense Finance and Accounting Service, the fund pays annual interest in the amount of two to three thousand dollars per year, depending upon interest rates and investment decisions. Additional non-appropriated funds include the Student Activity Account (SAA) and the Unit Fund (UF).

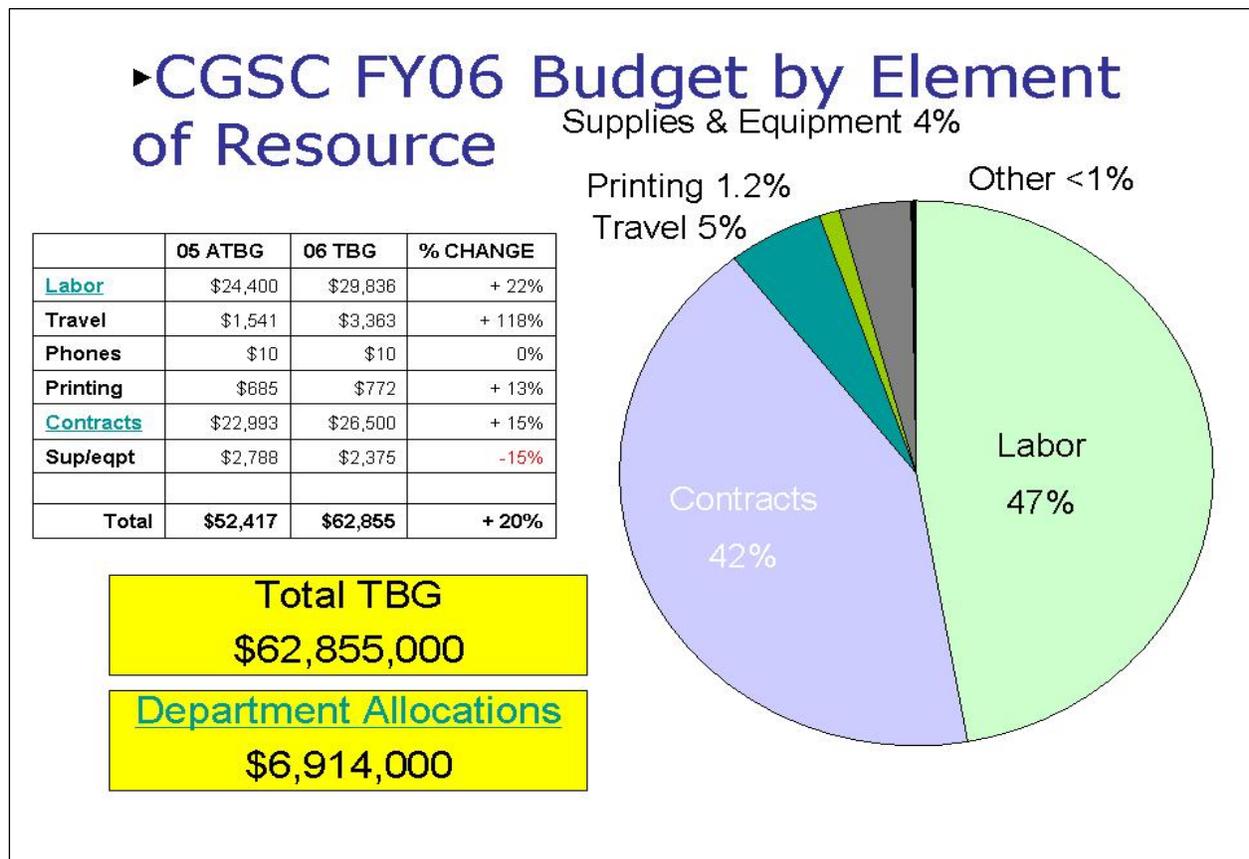


Figure 4.3, CGSC FY 06 Budget by Element of Resource

The SAA supports Morale, Welfare, and Recreation (MWR) activities for students in CGSS and SAMS. The Unit Fund, in turn, operates on behalf of the staff and faculty. The Unit Fund is funded at a flat rate of three dollars per assigned military staff and faculty member per quarter in accordance with Army Regulation (AR) 215-1, Morale, Welfare and Recreation Activities and Non-appropriated Fund Instrumentalities. In the future, additional discretionary funding may come from the fledgling CGSC Foundation, which brings alumni and friends of the institution together to serve the College.

The College executes its fiscal management and funding authorization through a mix of centralized and decentralized means that grant directorates reasonable latitude to pay for printing, supplies, or transportation, while holding other funds for centralized management of expenses such as labor and travel.

Each directorate annually submits a list of requirements to the College to help establish the command operating budget. Within broad guidance concerning priorities, the Deputy Commandant delegates funding decisions to the Chief of Staff who will determine most allocations. The College holds monthly budget meetings to monitor spending and identify unfinanced requirements (UFRs). CGSC Resource Management Office (RMO) consolidates the list of requirements and coordinates with CAC Deputy Chief of Staff for Resource Management, who centrally manages year-end spending procedures.

CGSC enjoys the opportunity to submit long-range requirements every two years during the Army's Program Objective Memorandum (POM) process that identifies resource requirements for the next six "POM" years. All directorates and staff sections of the College participate in this process and identify their anticipated long-term requirements. This is where CGSC aligns resource requests with its strategic planning process in order to fund what the College deems most important. The data the College provided during the POM process is combined with historical spending patterns to determine funding for the annual operating budget.

As with fiscal authorization, TRADOC determines manpower levels and provides authorization through CAC to the College. A table of distribution and allowance (TDA) authorizes manpower resources of the College. The number of authorizations provides the basis for payroll funding as well. For FY 06, the TDA authorized strength for the College's staff and faculty is four hundred and ninety-three, a figure that embraces both military and civilian personnel. TRADOC provides additional funding for an additional two hundred and forty employees to support Intermediate Level Education and Quality Assurance programs. Not part of the formal TDA, approximately one hundred and fifty contract employees also work for the College.

In recent years, TRADOC calculated the TDA in a manner more in keeping with the requirements of a training institution rather than an educational institution. However, in 2004, TRADOC conducted a manpower analysis of CGSC to revise the TDA to more accurately reflect actual personnel requirements. Although the final determination has not yet been published, CGSC expects that it will authorize a substantial increase in personnel strength.

Notwithstanding its recent good fortune, CGSC continues to face financial, structural, and personnel challenges as it looks forward. Directed by the Army, projected enrollment increases in the near future will exceed the capacity of the Lewis and Clark Center, thereby forcing the College to compete for additional space with other growing organizations at Fort Leavenworth. Moreover, the requirement to establish permanent Course Locations for the delivery of the intermediate-level education core curriculum by CGSS will create turbulence in teaching team composition and necessitate even more hiring of new faculty. The former consequence is a matter of special concern among the faculty and has implicit consequences for teaching effectiveness. Because teaching teams are designed to maximize collaboration across disciplines, their effectiveness necessarily depends in part upon stable membership. However,

the need to establish Course Locations may require teams there to draw significantly from the resident faculty population at Fort Leavenworth.

While there is no reason to believe that gaps in the resident faculty composition will go unfilled, recurring substitutions will disrupt the maturation of affected teaching teams. Delays in hiring, due not to insufficient resources, but to the difficulty of finding well-qualified instructors in certain fields, have made it difficult to fill all vacancies in a timely manner. CGSS is broadening its recruiting efforts by expanding advertising and even establishing a traveling team to spread the word to potential qualified applicants.

The strategic challenge facing SAMS is slightly different. In 2003-2004, SAMS conducted a year-long strategic review of AMSP prompted by the twentieth anniversary of the school and the fact that all SAMS graduates would join units at war. SAMS needed to know how the expectations of general officers and senior staff officers had changed in light of the reality of combat. Three fellows, all recent combat veterans, conducted the study aided by the permanent faculty. The results of the study led to substantive changes in the instructional approach that have been implemented during the current academic year. The study also laid the groundwork for faculty expansion. Finally, the study recommended the institution of a weekly academic coordination meeting that serves to review the week in progress as well as requirements for the upcoming six weeks of instruction. The assembled faculty compiles lessons based on the experience of past lessons and plans for correct implementation of identified improvements.

Of course, because a good institution must recognize the value of its human resources, CGSC is committed to assisting its military personnel in coping with the stresses brought on by high rates of operational deployment and lengthy absences from friends and family. One important and innovative way in which CGSC serves soldiers returning from deployment to Iraq or Afghanistan has been through the conduct of post-deployment reintegration training (PDRT).

With coordination provided by the College Chaplain, CGSC sponsors three-day PDRT workshops at off-campus locations to provide a getaway opportunity for recently reunited couples. During the seminar itself, participants receive a presentation on post traumatic stress disorder and listen to discussion of domestic and interpersonal issues that often arise in the aftermath of a deployment. The instruction also offers a series of practical tools that couples can use to improve communications while going through this readjustment. To facilitate maximum participation, the Fort Leavenworth Child and Youth Services staff members provide child care during the training period. CGSC will hold four such workshops during the 2005-2006 Academic Year, including one focusing on the needs of returning single soldiers.

At the same time, DOD has announced that service members returning from deployments will participate in a Post-Deployment Health Reassessment Program for periods of ninety to one hundred and twenty days after their return. This will supplement the routine post-deployment health screening that all service members receive. Central elements of the program include outreach to service members, training and education for service members and their families, health screening and assessment by medical professionals, and treatment and follow-up. Part of the intent is to eliminate any perceived stigma that might otherwise prevent returning personnel from seeking physical or psychological treatment.

Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The College has long sustained a culture stressing quality assurance, as evidenced by its commitment to evaluation and assessment. Accordingly, it has been CGSC practice to scrutinize its policies and processes through a variety of means. For many years, CGSC has employed the

Accountable Instructional System (AIS), which will be described more thoroughly under criterion three. This continuous review cycle ensures that there is a direct linkage between curriculum analysis and revision.

In 2004, the College realigned its Development and Assessment Division (DAD), which formerly supervised curriculum evaluation and assessment as well as the faculty development program. Reorganization resulted in separation of DAD into two parts: Faculty and Staff Development (FSD) and the Quality Assurance Office (QAO). The latter is aligned with the Combined Arms Center Quality Assurance Office, which reports to TRADOC. The QAO is the College proponent for the conduct of surveys and publishes the Master Evaluation Plan (MEP), a blueprint for assessment and evaluation across the five schools. The FSD, meanwhile, oversees the four phases of the CGSC Faculty Development Program.

Designed above all to improve efficiency through a more focused alignment of functions, the rearrangement of the former DAD appears to have had a beneficial impact on the acceptance of subordinate programs by the faculty. For a variety of reasons, relations between DAD and the College faculty were not always harmonious. As at many institutions, there were members of the College faculty who found some approaches to assessment and evaluation intrusive and unproductive. Dissenting opinion remains concerning the merits of proposed approaches to teaching presented in the mandatory faculty development program for new instructors.

The past year has witnessed considerable progress in the level of collaboration among FSD, QAO, and the faculty. For example, the Faculty Development Program as a whole (if not in all its constituent parts) not only enjoys wider respect, but some members of the faculty have become partners in the process. One indication is the significant number of faculty volunteers representing all departments and schools who serve as adjunct faculty development facilitators. These volunteers work with FSD educators in coaching and providing feedback to new faculty as they prepare to teach within their respective fields of expertise. In addition, each school and

department has faculty development representatives and members serving on the College's Teaching Committee, which is chaired by the chief of FSD. The committee mandate is to enhance teaching and learning. This new relationship is intended to serve as a catalyst in refining the four-phase Faculty Development Program at CGSC that is now considered a model for study by some other military schools and commands.

By the same token, collaboration between QAO and the faculty is greater than in the past. As noted above, in June 2005, the College sent a mixed team from the faculty, administration, and QAO to the HLC workshop on assessment in order to jointly refocus efforts in that direction. This initiative fit well within a broader framework of deliberate, collaborative review of the curriculum across the College. For example, as outlined in the Master Evaluation Plan (MEP) and as part of the Accountable Instructional System, CGSS annually conducts systematic review of all segments of the common curriculum at open meetings that include a broad spectrum of the College leadership and faculty. Preparatory meetings within each of the teaching departments, which focus on details of lesson design and the achievement of learning objectives, precede formal presentations to the College as a whole referred to as post-instructional conferences (PIC) and subsequent curriculum design reviews (CDR). In addition to examining course outlines and objectives, these sessions consider course-related assessment and evaluation data collected by the CGSC QAO. The QAO publishes a summative evaluation, previously referred to as a "blue book" for each discrete portion of the curriculum based on survey data and compiled student and faculty comments. This information, along with analyses offered by curriculum authors, receives concentrated attention at post-instructional conferences and curriculum development reviews. Based on command guidance, teaching departments employ findings from these meetings to chart the future course of curriculum writing and faculty development.

To be sure, not all faculty members believe that the system works as well as it should. Some note that faculty participation is often low. Others argue that command guidance is often

issued before the curriculum design review takes place, thus rendering the full meeting an exercise in ratification rather than participatory decision making. This contributes to a sense, among some, that faculty influence in the design process is limited. Whatever the case, review processes in the other schools tend to follow a similar progression. For instance, the QAO works closely with staff in the School for Command Preparation and the School of Non-Resident Studies to gather survey and other data that will inform the curriculum review process. In accordance with the Master Evaluation Plan, the QAO publishes program evaluations containing analysis of qualitative and quantitative data as well as a full compendium of student and faculty comments, to support a thorough program evaluation.

In the past, the School of Advanced Military Studies (SAMS) carried out independent reviews of its own curriculum that entailed little collaboration with DAD. In 2003-2004 SAMS conducted a year-long strategic review of the entire AMSP curriculum. Taking place against the background of the school's twentieth anniversary and the new reality that all graduates would be joining units at war, the review reflected the changing expectations of general officers and senior staff officers during a time of combat operations. As already mentioned, three fellows, all recent combat veterans, conducted the study with the aid of the permanent faculty. Its conclusions led to substantive changes in the AMSP instructional methodology that have found realization in the current curriculum. The study also laid the groundwork for the recommended and approved faculty expansion. Finally, the study advised SAMS to hold weekly coordination meetings to review instruction from the week in progress and to collect recommendations for curriculum revision. Each meeting also includes a look at instruction during the weeks upcoming so as to improve continuity and facilitate any anticipated changes.

Many curriculum refinements have been the products of observations received from external commands that employ SAMS graduates. In addition, faculty members remained continuously involved in shaping a curriculum that has been a model of stability and well

regarded by the students. Indeed, the CGSC Advisory Committee specifically commended the SAMS curriculum in its 2005 report.

Students in the AMSP course at SAMS asserted with remarkable consistency their enthusiasm for their curriculum and methodology of instruction. They uniformly prize the educational experience that has been afforded them.

During the current academic year, for the first time, the QAO has assigned a member of its staff to work with SAMS on a full-time basis.

Today, the College as a whole continuously refines its system to enable school directors and course authors to manage the curriculum life cycle as efficiently as possible. This in turn will allow CGSC to reach timely short- and long-range decisions concerning content and enable planners to make more accurate projections concerning resource requirements.

During its April 2005 visit to the College, the CGSC Advisory Committee reviewed the College's evaluation and assessment program. The resultant report strongly recommended updating the existing methodology, which relied heavily on student survey results, supplemented by focus groups and classroom observation. A further deficiency identified by the College itself was the disproportionate focus on evaluating discrete blocks of instruction in the CGSS core curriculum, rather than direct measurement of learning at the program level.

At the urging of the committee, CGSC sent a team of six members of the faculty and administration, including representatives of CGSS, SAMS, and the MMAS Program, in June to participate in an NCA-sponsored workshop on assessment. The new 2005 Master Evaluation Plan, which embraces all five schools (including CGSS Course Locations) and extends through the 2009-2010 academic year, provides a revised and broadened approach. The development of

direct measures of assessment of student learning at the program level is now a particular point of emphasis.

One example of the College's current focus is the priority assigned to familiarizing faculty members with the use of direct assessment measures in the third phase of the Faculty Development Program (FDP3), which focuses on the principles of course and lesson design. The Faculty and Staff Development Division now provides instruction in the form of practice, tutorials, exercises, and workshops to help course authors measure learning outcomes with greater certitude. The recently-published AY 2005 Faculty Development Evaluation authored by the Quality Assurance Office (QAO) indicated that FDP 3 participants found that the course met all six learning objective questions:

- Develop a lesson or course.
- Identify instruction needed.
- Identify course components.
- Develop instructional materials.
- Plan instructor train-up.
- Plan course evaluation.

Based on end-of-course surveys, one hundred percent of participants offered responses of "strongly agree," "agree," or "favorable" to the statement that FDP3 will help achieve their objective as a course or lesson author.

Moreover, the QAO surveys of alumni and commanders of the units receiving them will from now on be a standard feature of the annual evaluation of program outcomes. The latest Master Evaluation Plan (MEP) shows that QAO will survey graduates of CGSS, the Pre-Command Course, the Advanced Military Studies Program, the Advanced Operational Art Studies Fellowship, the Sustaining Basic Leadership and Management Program, and other CGSC

programs and courses on an annual basis. Supervisors of graduates will also be queried annually. Meanwhile, within the College individual faculty members will have the benefit of focused data collected from their own student sections.

Across the College, outcome assessment and evaluation of curriculum design continue to reflect the specific needs of the program and its faculty. Taking a distinctive approach to the same end, in 2004-2005, SAMS faculty took an in-depth look at learning and educational outcomes for the Advanced Military Studies Program (AMSP). A series of curriculum meetings yielded several proposals for curriculum revision and sparked frank disagreement as to the best course of action. Once a decision was reached, however, implementation of the new plan went forward effectively. In the meantime, the process of self-examination is continuing into the current academic year and will entail interviews by traveling SAMS fellows with commanders and headquarters staff that employ SAMS graduates. In addition, the College QAO will help with the conduct of surveys of AMSP alumni.

Similarly, the MMAS Program continues to employ a variety of techniques to assess the progress of the College's degree students. Historically, the most convincing evidence that learning objectives have been met has been the completion of a successful thesis or monograph. In each instance, students first submit a prospectus. This provides a point of reference that enables faculty thesis committee members to assess progress made in research, writing, and thinking skills over the course of the year. In addition, students in both schools must pass an oral comprehensive examination relating to the CGSS or SAMS curricula respectively in order to meet the requirements for the degree.

Meanwhile, to gain an additional perspective, the MMAS Program recently conducted face-to-face and online interviews with members of its Consulting Faculty. In any given year, as many as fifteen Army reservists holding doctoral degrees participate in this program. Most serve as deans or senior faculty members of universities around the United States. Over the years, the

Consulting Faculty has represented such institutions as Yale University, South Dakota State University, Penn State University, Bowling Green University, the University of South Carolina, and Brigham Young University. Each year, members of the Consulting Faculty serve on thesis committees and visit the College three times to meet with students and fellow committee members. As full participants in the MMAS Program, they are thoroughly knowledgeable about the thesis process and the quality of students in CGSS. All of those interviewed concurred that the MMAS Program was an effective tool for intellectual development. Moreover, all of those who work with thesis students in their own institutions judged the work of MMAS students to be comparable in quality.

Core Component 2d
All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill its mission.

The Army Plan (TAP) provides broad strategic planning and programming guidance for building long-range budgets in the form of its Program Objective Memorandum (POM). Not included in the TAP is the specific resource allocation strategy required to build programs and their budgets. The POM/Budget Execution Strategy (BES) allows senior Army leaders to assign priorities for the distribution of resources.

TRADOC and CAC provide planning and resource guidance to CGSC within this Army framework. Each school or directorate regularly presents its plans to the CGSC Deputy Commandant, who briefs the Commandant on the general course of College affairs. In turn, the US Training and Doctrine Command (TRADOC) publishes guidance to the College on strategy and priorities. The Joint Staff in Washington transmits guidance on joint education through the Commandant and Deputy Commandant to all organizational constituencies within the College. TRADOC also assigns CGSC its budget on an annual basis and affords the College

an opportunity to respond in detail as to whether the resources available are appropriate to the educational mission.

The CGSC Chief of Staff is responsible for managing the policies, operations, personnel, and budget matters within the College. The Chief of Staff coordinates planning in these areas through the College staff, which consists of the offices of Personnel (G1), Operations (G3), Logistics and Facilities (G4), Planning (G5), and Resource Management (RM).

Planning is no less critical to linking institutional strategy with student outcomes. The ideal qualities of CGSC graduates and the curriculum content of several of CGSC's subordinate schools change on a frequent basis when compared with the average civilian institution. This is especially true during a period of conflict, in which the US Army presently finds itself. While the content of mathematics, biology, and English literature have stood the test of time, the art and science of military matters in an adaptive world at conflict do not stand still. As such, without a system of strategically-driven assessments and planning to ensure that what CGSC teaches aligns with present needs, and that its faculty is adapting quickly to new requirements, the College would lapse into stasis, lacking currency or relevancy. Such a "strategic planning system" has eluded CGSC for many years; the College has sought to manage its past changes on an individual basis, but not on a systemic one. Today, the senior leadership of the College is developing a broad, overarching strategic planning system whose aim is to sustain continuous College assessments, planning, and evolution across the College. Such a system would cyclically accomplish the following tasks:

- Request and review externally-produced assessments of CGSC curriculum, and accept or decline the recommendations;
- Conduct internal assessments of CGSC curriculum to cover noted gaps;
- Review the student outcome qualities of each school to ensure that they remain relevant;

- Change curriculum to maintain pace with accepted assessment recommendations;
- Determine new faculty development requirements, and identify newly-required faculty skill requirements, to ensure the faculty's ability to deliver changed curriculum; and,
- Match CGSC's fiscal resources to meet those requirements.

CGSC's "Campaign Plan" currently serves as an embryonic model to record the results of this emerging system of strategic planning, and acts as a "blueprint" for future change.

Concurrent with the strategic planning system's development, the College has redoubled its efforts to ensure that its curriculum is current and embraces topics of immediate as well as long-term relevance to its stakeholders. For example, representatives of CGSC, together with those from other CAC agencies, meet annually in the summer to propose research priorities for the coming academic year. The list of priority topics for the current year numbers thirty-six. This list receives wide dissemination and emphasis around the College. CGSS students in the MMAS program are encouraged to select thesis topics from this list, while SAMS students in search of monograph topics are required to do so.

One important initiative underway at Fort Leavenworth is a research plan aimed at more efficiently utilizing resources within the Command and General Staff College and the Combined Arms Center. Among the organizations involved are CGSC, the *Military Review*, the Center for Army Lessons Learned, the Foreign Military Studies Office, and the Combat Studies Institute. The crux of the mission is to forge stronger links among various agencies on post so as to achieve greater synergy and collaborate more effectively. One anticipated result, and this is now a priority of the Deputy Commandant, is that faculty and students at CGSC will enjoy expanded opportunities to contribute to the broader body of professional research published at Fort Leavenworth. Some at the College believe that fulfillment of this goal will require some adjustments of existing student and faculty workload.

CHAPTER 5

Criterion Three

Student Learning and Effective Teaching

Criterion 3: Student Learning and Effective Teaching

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Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.



Figure 5.1, Student Outcomes

Overall, the College acknowledges that past methods of learning assessment are in need of improvement. This is not a reflection of the amount of effort focused on the problem. Historically, a dedicated staff element within the College has carried out numerous surveys and focus groups to gauge the quality of its curriculum and instruction. The interpretation of resultant data appeared in voluminous formative and summative evaluations of individual courses that helped inform the curriculum development process. This reliance on student perceptions, though valuable, did not sufficiently address the need to assess student learning and the achievement of program outcomes. By the same token, CGSC has long employed formal statements of course goals and objectives as part of its Accountable Instruction System. Again, however, the College relied disproportionately on student perceptions to determine whether or

not objectives were met. Recognizing that past approaches were not wholly adequate, CGSC has taken steps to refine its assessment of learning outcomes at the program level. In particular, CGSC has made an intensive effort to further clarify educational expectations by writing definitions, expressed in terms of curriculum mastery and professional competencies, for graduates of each of its constituent schools. Carefully aligned with the CGSC mission statement, these definitions of learning outcomes provide a general guide for curriculum development.

CGSS describes its graduates both in terms of the overall College perspective and specific competencies developed in its own curriculum:

Field-Grade Officers for the Army and the Nation

The graduate of the Command and General Staff College (CGSC) possesses a warrior ethos and warfighting focus that enables him or her to lead competently and confidently on Army, joint, interagency, and multinational teams and throughout the spectrum of operations.

Command and General Staff School (CGSS)

Graduates—

- *Are prepared to assume warfighting duties immediately upon graduation.*
- *Possess the competencies and supporting skills and knowledge that enable them to perform duties effectively and help teams achieve organizational objectives.*
- *Are attuned to the complexity of the operating environment and consider the impact of culture on military operations.*
- *Take a disciplined approach to meeting organizational and strategic-level leadership challenges.*

- Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments.
- Are self-aware and motivated to continue learning and improving throughout their careers.

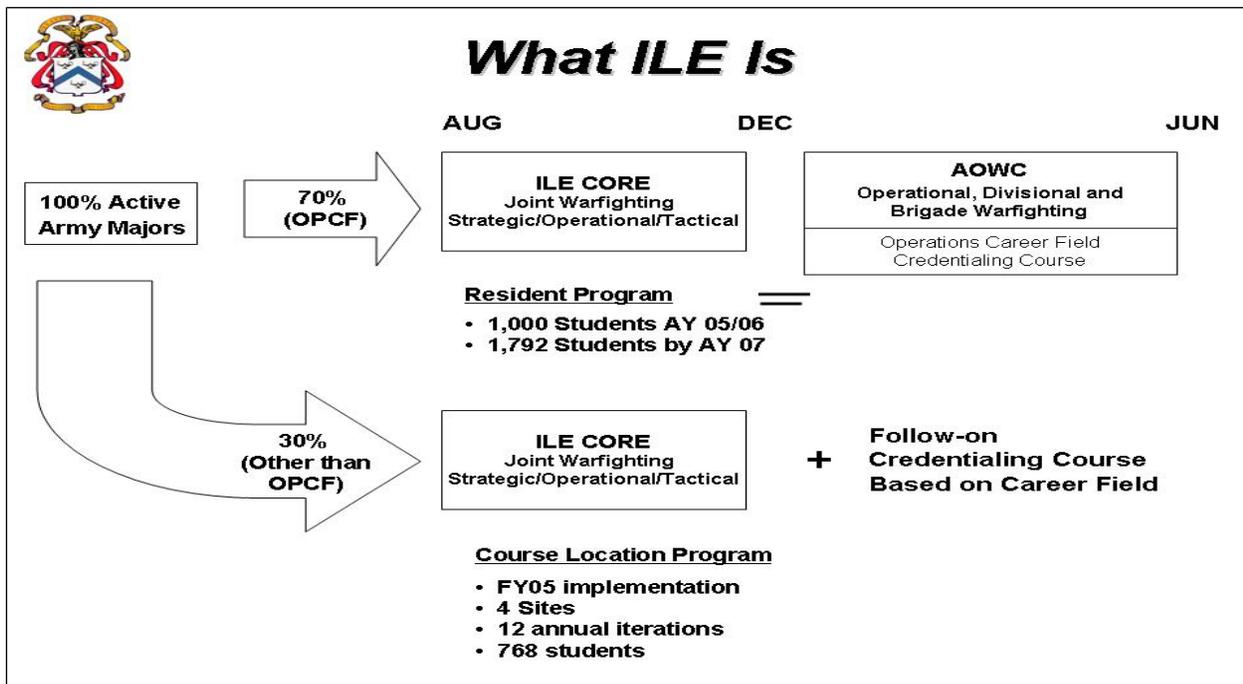


Figure 5.2, What ILE Is

Achievement of these competencies occurs through the Intermediate-Level Education (ILE) curriculum. Moreover, both the ILE Common Core and the AOWC phases of the CGSS curriculum specifically link expected competencies to discrete courses in the curriculum, as shown on the next page:

They are leaders who:	C100, Foundations	C200, Strategic Studies	C300, Operational Studies	C400, Tactical Studies	H100, Transformation in the Shadow of Global Conflict	L100, Leadership	F100, Force Management	C999, End Of Course Exercise
Are service experts within their experience to date.		X	X	X			X	X
Understand warfighting in today's environment across the full-spectrum of operations, prepared to assume responsibility across it all.	X	X	X	X	X	X	X	X
Are proficient and confident enough to solve complex problems through study, critical reasoning, and thinking versus templating.	X	X	X	X	X	X	X	X
Are able to balance and synchronize planning and operations using reachback systems made available to them.		X	X	X			X	X
Have been rigorously exercised and assessed to provide them the level of confidence in their skills, knowledge, and competencies.		X	X	X				X

Figure 5.3, ILE Common Core: Outcomes Linked to Course Content

Expectations for the Advanced Operations and Warfighting Course are no less concrete.

The ILE Advanced Operations Warfighters Course develops operations career field officers with a warfighting focus for battalion and brigade command capable of conducting full-spectrum operations in joint, multi-national, and interagency environments, and who have the requisite competencies to serve successfully as division through Army and joint staff officers.

They are leaders with a warfighting focus who:	W100, C/JFLCC Operations	W200, UEx/Division Operations	W300, BCT Operations	H200, Military Revolutions	L300, Leadership
Are well grounded in the theory of war and doctrine as it pertains to fighting within a full spectrum of operations.	X	X	X	X	X
Possess the skills to employ rapidly deployable, responsive, agile, tailorable, packages of land force combat power within the BCT, UEx, and UEy formations for use by the Joint Force Commander.	X	X	X		
Apply culture and cultural influences and apply to preventive exigencies and military operations.	X	X	X		X
Are confident and aware of how much they know and can do, continuing to reinforce their values and reasoning through reach back programs.	X	X	X	X	X
Understand any and all enemies, both state and non-state, who is comfortable with asymmetry and is constantly learning and adapting against us.	X	X	X	X	X

Figure 5.4, Expectations for the Advanced Operations and Warfighting Course

As shown in the tables above, CGSS makes a conscientious effort to ensure that projected learning tasks are explicitly addressed in the curriculum.

Accordingly, each course syllabus, whether relating to the ILE Common Core, AOWC, or elective offerings, enumerates in detail a list of terminal learning objectives which are supported by enabling learning objectives designed to achieve discrete constituent parts of each terminal objective. Embedded assessment measures are provided that correspond to each objective. Following suit, each individual lesson plan within a course adheres to a similar pattern in order to clarify instructor goals for each classroom session. One important tool for assessing learning both in CGSS and SAMS is the practical exercise. Conducted at intervals throughout the year, exercises challenge students to function as joint staff confronting an array of realistic scenarios.

College curriculum writers make every effort to design courses and lessons that are complete, internally logical, and amply supported by carefully chosen student readings and published notes available to all faculty members. This does not mean, however, that teaching at CGSS is a lockstep or scripted process. Course syllabus design aims to ensure that students and instructors alike have all the resources necessary to maximize learning opportunities. At the explicit direction of the Deputy Commandant, faculty members enjoy broad latitude to adopt distinctive approaches in the classroom or reconstruct lessons on their own. Bound only by a shared commitment to achieve overall course and lesson learning objectives, instructors enjoy the academic freedom to make decisions they deem most appropriate for their students. In practice, this occasionally leads to some disagreement with teaching directorates which are responsible for course design. For instance, some instructors report receiving occasional directives to employ specific materials in certain lessons.

In any case, as noted previously, CGSC makes a conscientious effort to monitor student learning and use the received data to inform the process of curriculum design. TRADOC Regulation 350-70, *Systems Approach to Training: Management, Processes, and Products*, outlines the Army's training process. CGSC employs the education version of the systems

approach to training, the Accountable Instructional System, consisting of five phases: implementation, evaluation, analysis, design, and development. Today, the College is exploring ways to refine this methodology so as to facilitate more rapid curriculum adaptation and innovation.

Within the Accountable Instruction System, implementation pertains to delivering the curriculum in the form of classroom instruction to students and constitutes the basis for subsequent effort. Evaluation, yielding an extensively documented summative report compiled on the basis of student survey data, provides one important means by which the faculty can examine the effectiveness of instruction during the analysis. The analysis phase consists of an open meeting, called a post instructional conference, at which instructors, students, and directors examine the merits and deficiencies of individual courses or blocks of instruction. The Quality Assurance Office (QAO) collects data, analyzes the data in collaboration with appropriate school or departmental representatives, and produces a written program evaluation that is delivered to all senior leaders prior to the conference.

After a suitable interval, during which individual authors may consider various possible improvements to existing courses, another open meeting, known as a course design review, takes place for further discussion of the courses. Afterwards, course authors implement the conclusions from this session in the development phase. Of course, a crucial underpinning of the Accountable Instructional System is a format for course syllabi entailing clear statements of course objectives that, in turn, constitute the basis for end-of-course surveys. CGSC also surveys instructors to gain another vital perspective on the quality of the curriculum and student learning. To be sure, some faculty members feel that the process still does not provide for enough direct faculty input. One faculty course author, for example, asserted that there is excessive emphasis on format and form instead of substance in the design and review cycle. Some instructors suggested that the public forums tend merely to confirm previously issued command guidance.

There is broad agreement, however, that the faculty must play the central role in learning assessment.

One reflection of the College's commitment to assessment was its dispatch of a six-person delegation, including the Dean of Academics, to the June 2005 assessment workshop sponsored by the Higher Learning Commission of the North Central Association. As noted elsewhere in this Self-Study, the College took this step at the recommendation of the CGSC Advisory Committee, which reported a need for improvement of learning assessment.

Understanding that the direct assessment of learning and program outcomes at CGSC has not kept pace with expectations in academia, the College has made this effort a point of emphasis. Accordingly, recommendations adopted at the workshop, as well as ideas generated within the staff and faculty, have been incorporated into the latest edition of the Master Evaluation Plan (MEP) and will be implemented throughout the College within the 2005-2006 curriculum cycles and beyond. The last MEP for the 2005-2006 academic year focuses on four questions that will guide evaluation and assessment at CGSC through the next five years.

- Are CGSC faculty qualified through the CGSC faculty development programs and credentialed appropriately to accomplish CGSC's mission and strengthen its educational effectiveness?
- Do CGSC curricula and educational processes achieve intended course outcomes?
- Does the CGSC infrastructure accommodate and contribute positively to the learning environment?
- Do CGSC students graduate possessing the skills, knowledge, and abilities as defined in the CGSC program definitions?

As outlined in the Master Evaluation Plan, the school faculties and the QAO collaborate in the collection and interpretation of direct and indirect measurement of learning. The means for conducting evaluation of curriculum and assessment of student learning include surveys, focus groups, classroom observation, site visits, and the distribution of student grades. Direct measures include assessment of student writing and briefing requirements, examinations, student portfolios, individual development plans, and in-class performance. The new MEP also stresses such approaches as external surveys of graduates (and their supervisors) designed to measure the transfer of knowledge, skills, and attitudes from CGSC to the graduates' subsequent duty positions.

In collaboration with the Quality Assurance Office, curriculum writers within each of the schools are paying special attention to methods of direct learning assessment. A recent manifestation of this focus has been an increased emphasis on written products in the CGSS course. Another significant way in which CGSS and SAMS faculty members have assessed learning in their programs has been by observing student performance in periodic practical exercises. These are normally grounded in realistic scenarios in important regions of the world and entail extensive use of the latest computer simulations. Although there is inevitably a large subjective component to such assessment, particularly since much of it is based on group as well as individual performance, it nevertheless provides significant indicators of students' abilities to reason critically and apply methodologies they have been taught in the classroom.

Like CGSS, SAMS publishes clear definitions of its graduates of both the AMSP and AOASF.

The graduate of the AMSP possesses an extensive tactical and operational focus that enables him or her to serve as a general staff officer and competently and confidently

lead staff groups in presenting solutions for the complex problems of war in the 21st Century.

AMSP graduates—

- *Are commanders and general staff officers with the abilities to solve complex military problems in peace and war and remain students of the military profession for the rest of their lives.*
- *Possess an in-depth knowledge of the history, theory, and doctrine of conflict.*
- *Understand the application of joint doctrine.*
- *Understand the integration of service, joint, interagency, and multinational forces.*
- *Understand the nature of command and the joint operational environment (JOE).*
- *Understand the domains of battle and how they interact to condition the conduct of full-spectrum operations.*
- *Examine the elements of Army planning and doctrine at the corps and division levels.*
- *Gain an understanding of operational design/facets of operational art.*
- *Understand the elements of the threat environment.*
- *Understand operational design.*
- *Understand the strategic setting.*
- *Think critically, plan, analyze, decide, and communicate and lead a team in thinking its way through a problem.*

As noted elsewhere in this Self-Study, AMSP students must pass an oral comprehensive examination at the end of the ten-month course to confirm their mastery of the curriculum, and the accomplishment of program objectives.

SAMS also has a detailed description of the AOASF graduate.

The graduate of AOASF possesses an operational and strategic focus that enables him or her to command or serve as a general staff officer in the planning, preparation, execution, and conclusion of war in the 21st Century.

AOASF graduates—

- *Competent theater-strategic planners:*
 - *Are confident in their ability to plan large formation operations across the spectrum of conflict.*
 - *Know joint and service doctrine for theater-strategic and joint tactical force planning.*
 - *Understand and apply military theory and doctrine for land, sea, air, space, special, and information operations.*
 - *Think critically while leading theater-strategic planning teams.*
- *Competent seminar leaders for AMSP:*
 - *Are the inspiration for professional confidence in future corps and division planners.*
 - *Know how to impart knowledge of US Army tactical and joint operational doctrine.*
 - *Understand how to teach for understanding joint and Army doctrine, theory, history, and the practice of military decision-making.*
 - *Empower the AMSP graduates to be masters of the art of operations.*

Upon completion of one year of study, officers in the AOASF program serve as seminar instructors for AMSP during their second year. Like their AMSP counterparts, first-year fellows in the AOASF must pass an oral comprehensive examination to complete the course.

The Master of Military Art and Science Degree Program, in turn, builds on the learning foundation laid in the CGSS or SAMS curriculum. It has, however, a separate purpose: to develop researchers capable of conceiving and implementing graduate-level research projects and writing a clear and persuasive monograph or thesis. The monograph or thesis demonstrates mastery of the arts of research and writing.

The MMAS Program has long relied on two direct measures of student learning. The first is the successful defense and approval of a completed thesis. Beginning with the submission of a draft prospectus early in the academic year, the process of conceptualizing, researching, revising, and defending a thesis to the satisfaction of three faculty members is a demanding exercise that in the end yields a tangible product for review not only within the College but by the military and academic communities at large. Each thesis, unless distribution is restricted due to sensitive content or security classification, is available online through the CARL, the Defense Information Technology Center (DTIC), and the Center for Army Lessons Learned (CALL). Many students find that there is considerable interest in their work as sometimes evidenced by requests for copies from the field even before the theses are completed. Another, more curious, indicator of interest is the fact that several commercial firms have extensive lists of MMAS theses that they sell for as much as fifty dollars per copy and more. This is possible since copyrighting by authors of theses written in a wholly government-subsidized academic program is prohibited.

Within the process of thesis development for CGSS students, each must demonstrate proficiency at critical stages on the way to completion. First, each MMAS student must complete the A211 research methods course, which provides intensive instruction in conducting

research and reporting the results. This training is critically important, as many of the students in each year cohort will not have written a research paper since their college days more than a decade earlier. The A211 course details specific standards for conducting a research study and writing the thesis. Successful completion of the thesis is then measured against the standards explicated in the course. A rubric is under development to be used in formalizing this review process. Students also complete a Thesis Seminar course (A221) in which they receive peer and faculty coaching in meeting the required standards. Finally, each student must also complete a successful public defense of his or her thesis. In the meantime, the Graduate Degree Program is exploring additional means such as surveys and testing in research methods principles to further enhance program assessment.

A second clear measure of learning is the oral comprehensive examination. Each MMAS student in CGSS must pass an oral exam administered by a panel representing each of the five teaching departments within CGSS. Coordinated by the Graduate Degree Program, this demonstration of proficiency in the curriculum is not required of non-degree students in CGSS.

The research and writing process follows a similar progression in the School of Advanced Military Studies. SAMS students in the AMSP and AOASF must write a substantial research monograph under the direction of two members of the faculty in order to receive the MMAS degree. In addition, all must pass an oral examination to demonstrate their mastery of the curriculum.

<p style="text-align: center;">Core Component 3b The Organization Values and Supports Effective Teaching</p>
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Good teaching is of paramount importance at CGSC, and most faculty members are drawn to service here by their belief in the fundamental value of this endeavor. Shortly after his

arrival at the College in the fall of 2004, the current Deputy Commandant made it clear that he considered the faculty to be “the decisive line of operation.” By this he meant that a highly capable faculty can overcome a host of institutional shortcomings to ensure that effective education takes place. Conversely, an ineffective faculty can render a host of institutional strengths meaningless.

The distinctive character of CGSC as a college serving professional military officers imposes special demands on the teaching faculty. At the rank of major, officers in all of the armed services must begin to operate jointly as well as with representatives of civilian agencies of government such as the Department of State. This requires them to expand their intellectual horizons and seek a broader view of military art and science. Of course, as with any institution of higher education, members of the faculty are experts in specific fields, based on their academic credentials, experience, or both.

However, because of the integrative focus of CGSC, all members of the faculty must to some extent broaden their areas of teaching competence. Occasionally, some faculty members voice the concern that pressure to become a capable generalist detracts from the continued development of their primary areas of specialization. While recognizing this tension, the College believes that a reasonable level of general competence is not incompatible with the maintenance of focused expertise.

US Army Command and General Staff College Faculty Statistics
(as of December 1, 2005; does not include "staff" positions)

	DOA	CGSS	SAMS	SCP	AMSC	TOTAL	PCT
Faculty Structure							
Military Faculty	9	127	2	10	8	156	34%
Civilian Faculty	43	186	8	8	61	306	66%
Total	52	313	10	18	69	462	
Male	46	290	9	12	46	403	87%
Female	6	23	1	6	23	59	13%
(Minority)	(3)	(12)	(0)	(0)	(15)	(30)	(6%)
(International)	(0)	(4)	(0)	(0)	(0)	(4)	(1%)
Military Faculty							
Army	9	101	2	10	8	130	28%
Air Force	0	12	0	0	0	12	3%
Navy	0	5	0	0	0	5	1%
Marine Corps	0	5	0	0	0	5	1%
Army (allied)	0	4	0	0	0	4	<1%
Civilian Faculty							
Title 5 Civilians	15	16	2	1	61	95	20%
Title 10 Civilians	0	155	6	0	0	161	35%
Contractors	28	14	0	7	0	49	11%
Others	0	1	0	0	0	1	<1%
Highest Degree							
Doctorate	6	33	7	0	6	52	11%
Masters	37	257	3	10	51	358	78%
Bachelors	9	22	0	8	12	51	11%
Military Education							
War College	4	26	1	2	6	39	8%
Staff College	27	272	6	11	32	348	75%
Command Experience							
O-6 cmd./military fac.	0	0	0	0	1	1	<1%
O-6 cmd./civilian fac.	1	2	0	2	2	7	2%
O-5 cmd./military fac.	1	5	1	5	0	12	3%
O-5 cmd./civilian fac.	3	18	0	6	3	30	7%
Primary Duties							
Executive	6	16	1	1	6	30	6%
Teaching	28	259	9	15	59	370	80%
Curriculum Dev.	18	35	0	2	4	59	13%
Research	0	3	0	0	0	3	1%

Figure 5.5, US Army Command and General Staff College Faculty Statistics

Abbreviations:

- DOA: Dean of Academics (includes Digital Leader Development Center, Graduate Degree Programs, and Academic Outreach Program)
CGSS: Command and General Staff School (includes Center for Army Tactics, Dept. of Joint & Multinational Operations, Dept. of Logistics & Resource Operations, Dept. of Military History, Leadership Instruction Division, and the Air Force, Navy, and Marine Corps elements)
SAMS: School of Advanced Military Studies
SCP: School of Command Preparation
AMSC: Army Management Staff College (includes Civilian Leadership and Training Division)

CGSC places a premium on collaborative teaching and learning. The School of Advanced Military Studies (SAMS) and the Command and General Staff School (CGSS) provide excellent illustrations of this principle. At SAMS, the student body is divided into seminar groups of about fifteen members. Primary responsibility for instruction across the curriculum falls on two instructors, one a civilian Ph.D. in fields such as history or political science, and the other an active duty lieutenant colonel or colonel who has completed the first-year fellows program (and thus is a War College graduate). This combination of faculty credentials in the classroom is unique among educational programs across the Army. Together, they lead the students through broad discussions of the curriculum, punctuated by practical staff and planning exercises. To help its faculty prepare for these responsibilities, SAMS conducts regular forums at which instructors share information and opinions on how best to teach given parts of the curriculum. Naturally, to supplement the capabilities of its resident faculty, SAMS employs a variety of experts from inside and outside of Fort Leavenworth to lecture on specific subjects.

Due in part to its much larger student and faculty populations, CGSS has adopted a different and highly innovative system to manage instruction: the teaching team. Consisting of twelve members of the faculty, each team includes representatives from each of the school's five teaching departments: four from the Center for Army Tactics, four from the Department of Joint and Multinational Operations, two from the Department of Logistics and Resource Operations, one from the Department of Military History, and one from the Leadership Instruction Department. Under the guidance of one member, designated the team leader and paid accordingly, the team functions as a relatively autonomous teaching faculty that assumes responsibility for presenting the entire ILE common core. The team remains intact during the Advanced Operations and Warfighting Course although much of the instruction will be conducted on separate, more specialized professional tracks. Each section consists of four staff

groups, and contains sixteen to seventeen students. The vast majority of instruction throughout CGSS occurs at the staff group level or, in the case of most electives, in mixed seminar groups of comparable size. The intent of the teams is to achieve curriculum integration through collaboration by dissolving the sometimes artificial barriers among departments focusing on defined subject areas. Further, by fostering habitual relationships within the faculty collective, it is possible for all to monitor student learning from multiple perspectives.

Team organization at its best produces administrative advantages as well. Decentralization of instruction down to the team level facilitates adaptive scheduling. Another benefit is more flexible and individualized execution of staff exercises. Team organization affords students the opportunity to work with the same small group of instructors throughout the academic year as well as personal supervision by a team member appointed as the small group advisor (SGA). This individual tracks the daily performance of students and conducts a minimum of four counseling sessions with each during the academic year. At the end of the year, the SGA writes each student's academic efficiency report. There simply is no such thing as an anonymous student in CGSS.

However, like any major organizational change, the adoption of teaching teams has not occurred without difficulties. Some of these stem from the current complexity of performance evaluations for members of the faculty. Most civilian instructors and majors receive an immediate performance rating from the team leader and a senior performance rating from the director of the respective teaching department. (In the case of lieutenant colonels, there are three ratings: an immediate rating by the team leader, an intermediate rating by the department director, and a senior rating by the Deputy Commandant.) At the staff and faculty "conversation day" held with the assistance of a contracted team from the Higher Learning Commission in April 2005, some faculty members argued that this arrangement creates the dilemma of "serving two masters." This tension occasionally manifests itself in such forms as conflicting

requirements for preparation meetings and other obligations. Some team leaders, in turn, believe that this dual rating scheme denies them a full opportunity to develop a fully cohesive team. One means recently employed to mitigate this concern has been to have team leaders and directors jointly approve each faculty member's individual development plan to help assure that only one performance standard is applied.

The advent of teams has also affected the traditional role of departments in CGSS and some have questioned whether a department affiliation is even necessary for members of the faculty. This query prompted discussion of the ways departments serve the school and learning. Of course, everyone is aware that organization of the faculty by subjects or disciplines is the normal pattern throughout higher education and the longevity of the system is a testament to its effectiveness, especially in the preparation of specialists. However, like most institutions, CGSC has always faced the challenge of achieving integrated learning. For years, students remarked that the separate portions of the curriculum could be more mutually reinforcing if the departments worked together more closely. This perception was among the factors responsible for the genesis of teaching teams. Another consideration, as reflected at "conversation day," has been that faculty opinion across CGSS is not as wedded to the departmental concept as is usual elsewhere.

To date, however, the position of the College remains that departments are essential guardians of the integrity of intellectual disciplines and subject expertise. Some faculty members are concerned that the weakening or disappearance of departments would lead to academic drift and specialty dissolution, eventually devolving into a scenario in which everyone would be a generalist. Thus, this view holds, the building and exchange of knowledge and ideas, as well as the development of standards within departments, is as crucial to effective teaching and learning as is teamwork.

From another perspective, some instructors feel that real curriculum integration as envisioned under the teams remains a somewhat illusory goal. Among the reasons cited is the demanding combination of high teaching loads and heavy preparation requirements. In other words, faculty members are sometimes too busy to pay much attention to subjects other than those they themselves teach. There is also some dissenting opinion concerning the effectiveness of the team concept in practice.

The schedule has also proved to be a particular sore point. For example, department directors sometimes find it virtually impossible to call a meeting to discuss curricula at a time when everyone is available to attend. The fact that the school's integrated approach to curriculum often means that individual instructors may be expected to attend curriculum preparation meetings conducted by departments other than the one to which they formally belong poses nearly insurmountable coordination problems and greatly increases the probability of conflicts. Finally, the relatively intensive teaching schedule in CGSS—instructors may teach as much as twenty-five hours per week during some portions of the year—compounds the problem of time management.

Yet another disruption facing teaching teams is the problem of personnel turnover. As originally conceived, teams were supposed to benefit from the maturation of the collective. However, the requirements of Course Locations (noted above), job changes, retirements and special "tasking" from the Army have appreciably diminished anticipated team stability and synergy. Viewed statistically, the turbulence experienced by teams is severe. Of the two hundred and forty positions on teaching teams at the start of the current academic year, only ninety (about thirty-seven percent) were occupied by the same individual who held them only six months previously.

There has also been some discussion among the Staff and Faculty Council as to whether teams have had an adverse impact on the problem of grade inflation. Although it did not

explicitly fault teaching teams, the 2005 CGSC Advisory Committee Report noted that some of the best students in CGSS believed that some of their peers were taking a “free ride.” One faculty member invoked the analogy of “Stockholm syndrome” to suggest that team members, and small group advisors especially, might bond too closely with their students. Another possible related factor is the increase in the number of group exercises in which all students receive a common grade. Others have noted that the problem is not entirely new, although it may be more acute than in the past. There has long been a concern, for example, about how to fairly assess the written work of international students for when English is a second or third language.

One element of continuity with the past is that a CGSS student’s record of academic performance, as summarized in their academic efficiency report, is not considered in the process of selection for promotion. Some members of the faculty believe that this subtly discourages academic accountability.

There is also concern among the faculty that the challenge of upholding academic standards could become even more severe in the future as a result of changes in the student population in CGSS. Whereas, in the past, only the top fifty percent of majors in all branches were selected for attendance, the Army has determined that beginning with the current academic year, one hundred percent of officers in operations career fields will attend the resident course at Fort Leavenworth. (Meanwhile, officers in fields such as nursing, acquisition, or law will receive common core instruction at Course Locations, from which they will proceed to take Credentialing Courses focused on their own career fields.)

Although only experience will demonstrate the facts of the matter, conjecture is widespread that the level of academic preparation among all officers in operations career fields will vary far more widely than it did among those deemed to be in the upper fifty percent of the general population of Army majors. This could mean that the College will have to address the

needs of a significant number of students whose academic skills do not meet historic expectations.

At present, however, there is a difference of opinion within CGSS as to the impact of shifting student demographics. One reason that this matter remains uncertain is that past selection of the top fifty percent depended upon broad professional performance evaluations rather than an assessment of academic skills. Therefore, concern about the academic preparation of some future entering students (who would not have attended the resident course before) is based on an inferred correlation between career success and academic skills. There is little empirical evidence either way. In any case, one rationale for a conversion to one hundred percent attendance was the widespread perception that the imperfect system of selection denied many deserving officers an opportunity to attend the resident course and adversely affected their career prospects.

The CGSC Advisory Committee took note of these concerns during its 2005 meeting, and resolved to revisit the issue as experience with it accumulates.

The mandated goal of CGSS attendance by one hundred percent of operations career field majors has significant educational implications and will inevitably generate pressures to adjust instruction to accommodate the least common denominator. Further, should CGSC attendance be perceived as simply another requirement for majors, the incentive for students to excel might diminish. CGSS must strive to maintain its standards even as it comes to grips with the needs of some students whose academic preparation may not be comparable to that of the current student population.

As a related concern, the 2005 Advisory Committee Report also noted that an increased number of students might need assistance to improve their writing skills.

Whatever the actual extent of declining rigor, the College has undertaken a major effort in 2005-2006 to increase accountability for writing skills in the CGSS curriculum. At the direction of the Deputy Commandant, the number of writing projects has increased sharply.

This ensures that every student has more opportunities to sharpen writing skills and to receive substantive feedback. However, some faculty members and students have expressed concern that initial implementation of the new requirements did not give due consideration to the impact on already busy schedules (CGSS students are typically in the classroom over four hours per day).

Another aspect of rigor in the curriculum that has come to the attention of the school leadership is the grading of student work. The faculty has taken a leading role in this regard. In particular, the Staff and Faculty Council and the Graduate Faculty Council have undertaken a meticulous review of grading policies, which were widely perceived to place a moral and administrative burden on the instructor to justify grades of C or below. One probable result is that future policy will clarify the respective responsibilities of students and instructors in the grading process.

Yet another source of concern about the quality of teaching has been the infusion of many changes and additions to the very full CGSS and SAMS curricula. In recent years, as a result of pressures to give greater attention to topics of immediate concern to the Army at war, the College has been extraordinarily responsive to the Army leadership in the implementation of curriculum recommendations. The rapid addition of course materials relating to counterinsurgency and cultural awareness serves as a case in point. Still, the College has tried to avoid spasmodic responses that might prove of little real benefit. In 2004, the question arose as to whether CGSC ought to teach foreign languages germane to areas of current operations. CGSS and SAMS concluded that it was not realistic to undertake intensive instruction in Arabic or other languages because too little could be accomplished in the hours available. Nevertheless, the College has arranged to provide students with conversational CDs that teach key phrases for protocol and basic personal interaction.

Given the current climate, some members of the faculty have voiced the concern that the rapidity of changes has outpaced the ability of instructors to keep up and has wrought havoc on

the teaching schedule. Certainly, many members of the faculty have had to familiarize themselves quickly with new subject matter and some occasionally feel that the College overreacts to demands to teach the “topic *du jour*.” Furthermore, schedule disruptions resulting from sudden insertions of new material or appearances by guest speakers have frequently occurred. Even so, few dispute that such programs as the Leadership Lecture Series have brought in a number of outstanding leaders and scholars. The roll of those who have recently visited includes figures such as William Kristol, editor of the *Weekly Standard*; Rick Atkinson, Pulitzer-winning writer for the *Washington Post*; Imam Qazwini, a leading Islamic scholar and Imam; Ambassador Robert Oakley from the national Defense University; General (retired) Barry McCaffery, the Bradley Distinguished professor at the United States Military Academy; and Dr. Elliot Cohen, Director of Strategic Studies at the Johns Hopkins School of Advanced International Studies.

Broadly speaking, although some elements of the curriculum are prescribed by the Department of Defense or TRADOC, CGSC faculty members retain considerable authority to shape the content of instruction, particularly individual lessons, and the manner in which to present it. Moreover, many serve as primary authors for discrete parts of the common curriculum. In addition, all faculty members in SAMS and CGSS have the option to design and teach elective courses in their areas of specialization. As at most schools, with some allowance for the vagaries of scheduling conflicts and restricted enrollments, the best instructors and courses become well known to the students and are usually heavily subscribed.

CGSC recognizes effective teaching through a variety of means. One is the CGSC Instructor of the Year Program. Each school and major teaching directorate is entitled to submit both a civilian and military nomination for this award. The College recognizes all nominees at a public ceremony and the winners receive a reserved parking place in the “X lot” used by the senior leadership.

Viewed in a practical light, the best teachers throughout the College enjoy virtual assurance of reappointment. Although the Title 10 system, now used throughout the Department of Defense for civilian faculty members at its various schools and colleges, allows only term appointments rather than the tenure offered at most universities, CGSC has voiced a commitment to retain all instructors who meet expectations. The College leadership fully understands that the creditability of the Title 10 system depends on retaining the constancy of the faculty. At present, the CGSC Title 10 Manual is under revision to clarify issues of pay, academic titles, and reappointment. The latter point has been an object of particular interest. Although Title 10 rules permit reappointment for up to five years, most reappointments to date have been for only two or three years. The standard initial period of appointment for new faculty is two years.

As a down payment on its reappointment policy, the College does much to help instructors succeed. Because CGSC places a high value on experiential learning, all incoming instructors receive a one-week orientation course, known as Faculty Development Phase 1 (FDP1) that focuses on learning theory and teaching methodology. In addition, new instructors from FDP 1 gain a basic familiarization with the Accountable Instructional System, the use of classroom technology, assessment techniques, and other topics. Subsequently, in FDP 2, each teaching directorate takes responsibility for helping individual faculty members gain mastery of the common curriculum. This process is often highly collaborative and encourages instructors to contribute their thoughts on instructional methods and lesson content alike. FDP3 concentrates on course design, while FDP4 consists of an array of individual development opportunities ranging from scheduling guest speakers to organizing research projects.

Despite the overall strength of faculty development at CGSC, some faculty members have misgivings about parts of the program. Some are uncomfortable with aspects of the endorsed teaching philosophy, perceiving it as inflexible and detached from their own classroom

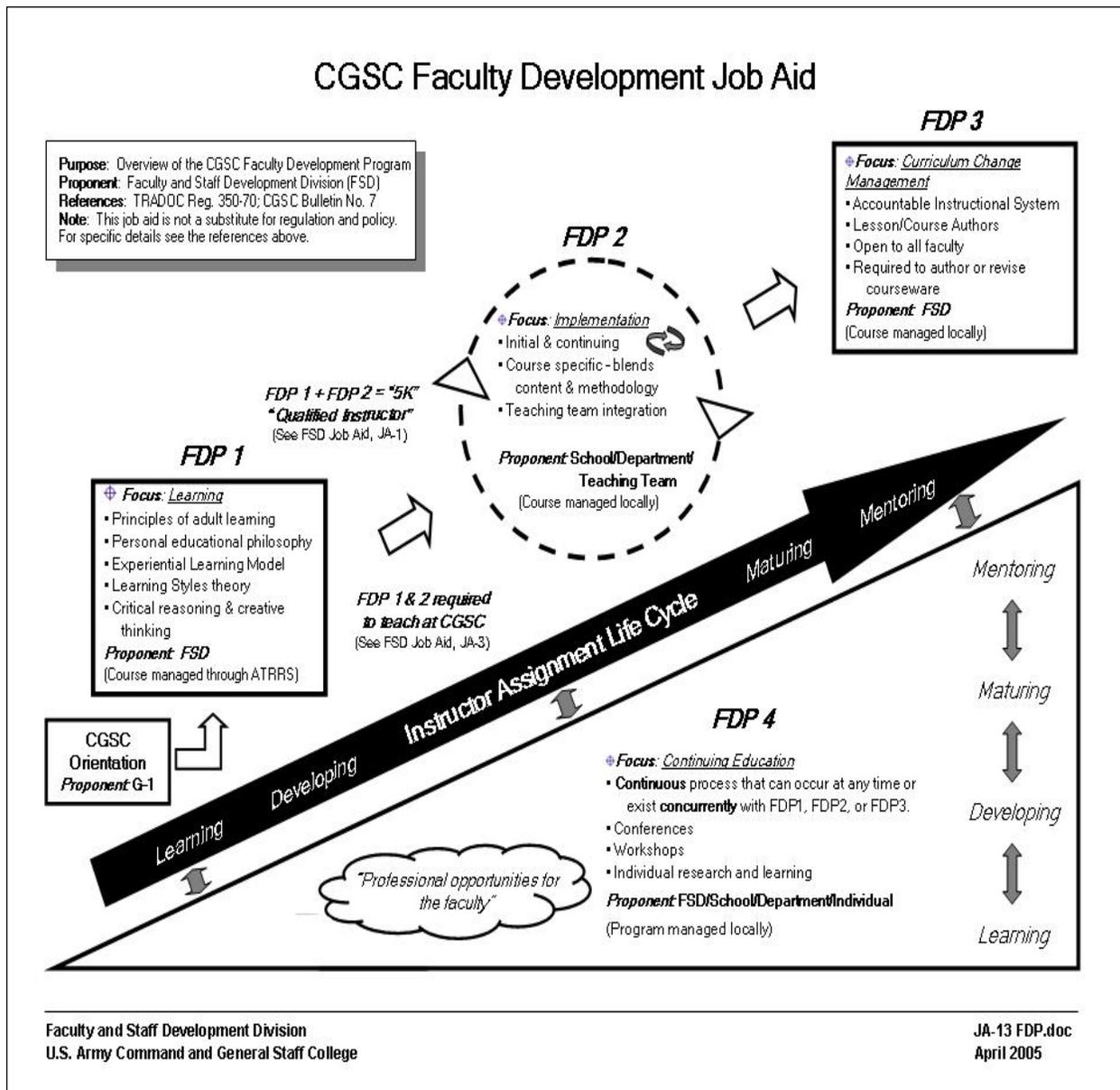


Figure 5.6, CGSC Faculty Development Job Aid

experiences. Rooted in experiential learning theory, this teaching philosophy emphasizes group interaction and collaborative sessions in which all involved teach and learn together. One faculty member suggests that frustration stems from the perception that “those who do not teach in the classroom are directing those who do teach.” A corollary observation is that a majority of the faculty no longer consists of officers who served at the College for only two or three years and possessed little, if any, previous teaching experience. A large number of current faculty

members have taught between five and twenty-five years at CGSC or elsewhere and consider teaching their profession. They are consequently more confident of their own teaching skills.

A particular source of dismay among some long-serving faculty is the decision several years ago to require every instructor to be periodically “re-certified” to verify competency in the proposed teaching methods. This led to a requirement for veteran faculty to attend a Faculty Development Phase I (also known as Advanced FDP I) seminar at five-year intervals. In principle, this policy applies to all, irrespective of teaching honors won, years of experience, or academic and professional credentials. In short, some objections relate to the very idea of a mandatory refresher course, and others to program content.

In any case, the Faculty and Staff Development Division recently amended the seminar for experienced faculty by shortening it from one week to three days and revising the content. The seminar, taught by instructors with graduate degrees in education, calls for participants to present classroom lessons and share observations. Initial reaction to the changes has been favorable.

One distinctive form of professional development at CGSC depends upon the College’s continuous engagement with the Army in the field. As noted above in figure 5.2, CGSC often sends members of the staff and faculty to support operational units at the request of higher headquarters for periods of up to one year. Although the primary purpose is to serve the Army by providing crucial expertise, such assignments are equally beneficial to the College. CGSC personnel returning from the field bring back fresh experience that readily lends itself to the enrichment of classroom discussion.

Historically, teaching is the primary focus for most CGSC instructors, and consequently accounts for the lion’s share of the faculty workload. Although the College endeavors to identify and develop additional opportunities to advance faculty scholarship, instructional demands pose a distinct challenge. Indeed, the 2005 CGSC Advisory Committee Report noted the heavy

teaching loads borne by faculty in CGSS in particular. Full staffing of teaching teams at twelve has mitigated the strain to some extent, but few instructors disagree that the number of hours spent in the classroom by faculty and students alike remains high. Still, today more than at any time in the recent past, the College values the contributions that a capable research faculty can make in the classroom and the ways in which it can forge links to a changing world and Army. Increasing the overall size of the faculty in CGSS and SAMS has constituted one positive step in the direction of providing latitude for research, conference attendance, and other professional pursuits. Furthermore, under the Title 10 system for hiring civilian faculty, research and publication have become significant criteria in the process of evaluation for advancement in academic rank.

As a further means of maintaining a “cutting edge” faculty, CGSC affords many instructors opportunities to participate in military exercises or simulations around the country and abroad. This ensures that the College is constantly acquiring fresh knowledge and experience that can be returned to the classroom. Just as important, this process strengthens the credibility of the faculty. Meanwhile, the College also seeks a variety of other means to keep its faculty connected to the field. These include visits to training centers, travel to joint headquarters, participation in oral history projects with soldiers fresh from the field, and attendance at professional conferences.

In addition, the recent development of collaborative educational programs with several area universities affords faculty new opportunities to enhance their teaching or research credentials. The Combined Arms Center (CAC) has signed official Memorandums of Agreement with the University of Kansas and Kansas State University encouraging cooperation and coordination of mutually beneficial programs and activities in areas of common interest. The CGSC Deputy Commandant, Assistant Deputy Commandant, and faculty representatives made official visits to both universities in the Spring of 2005 and officials of both institutions

made reciprocal visits to Fort Leavenworth. Today, doctoral programs conducted through agreements with Kansas State University now include the fields of education, security studies, and history.

These genuinely collaborative ventures involve some senior CGSC faculty with doctorates and appropriate research credentials as instructors of some of the courses. Similarly, most of the classes include students from both CGSC and KSU through common class meetings conducted via video teleconference. Integration between the two institutions is such that officers having earned an MMAS with a focus in history can be admitted directly to the doctoral program at KSU. Similarly, the two schools have initiated a pilot program that would enable SAMS students and AOASF fellows to pursue masters and doctoral degrees in security studies. Recently approved by the KSU Board of Regents, the current understanding calls for thirty selected participants from CGSC to enter the security studies program beginning in the fall of 2006. In addition, there are presently eighteen participants from Fort Leavenworth in the doctoral program in history. Furthermore, starting in March 2006, fifteen selected members of the CGSC faculty will enroll in the KSU doctoral program in adult education.

Meanwhile, collaboration has increased within the College as it prepares for the future. In anticipation of the move into the Lewis and Clark Center, planners have regularly sought out faculty opinion. The Staff and Faculty Council, like other members of the staff and faculty as a whole, have reviewed designs for classrooms and offices at various intervals in the development process. Most recently, the College has invited faculty members to examine proposed prototype suites of office furniture in advance of actual procurement.

In the last several years, the College leadership has solicited the opinions of faculty and staff various ways. As noted above, CGSC invited a team from the Higher Learning Commission to help it conduct a “conversation day” as part of a Vital Focus Program. The intent of the exercise was to help with the process of College-wide self-examination in preparation for

accreditation. Several weeks prior to the event, the College invited all personnel to complete a customized online survey designed to reveal broad perceptions of the institution and help focus the agenda for the event itself. Notably, of the over three-fifths of the staff and faculty who responded, over half cited the students or working with students as their greatest source of job satisfaction. Conversely, the most commonly cited sources of dissatisfaction (each identified by fewer than ten percent of respondents) were bureaucracy and the quality of the curriculum.

The subsequent open assembly, attended by well over half of the staff and faculty, divided into small groups that offered participants an opportunity to establish their own discussion agendas. These focused on identifying issues of key interest to the College and opportunities for improvement. A few proposals emerged relating to curricula. One frequently voiced opinion was that the CGSS resident course should reduce the number of classroom hours devoted to the Advanced Operational Warfighting Course while increasing the number of elective opportunities. CGSS responded to this recommendation, which had also been voiced in the 2005 CGSC Advisory Committee Report, by expanding the hours available for electives by one third and implementing corresponding cuts in AOWC for the 2005-2006 academic year. One new concern has arisen in this regard, however. To accommodate eight elective courses (instead of five) in the new schedule, CGSS made each elective twenty-four hours in length (instead of twenty-seven) and consisting of twelve two-hour meetings. Some faculty members believe that the new format reduces the opportunity to tackle challenging subjects in depth. Moreover, because electives meet two or three times per week, time for reading and reflection has diminished. Some instructors much preferred the former rhythm of one meeting per week. Concurrently, the Staff and Faculty Council have continued the dialog with focused reviews of topics such as clarification of academic standards and the role and continuity of teaching teams.

Core Component 3c
The organization creates effective learning environments.

CGSC works steadfastly to ensure that interaction between students and faculty takes place in an atmosphere that facilitates learning both inside and outside the classroom. Indeed, the CGSC Advisory Committee specifically commended the College in this regard in its 2004 report.

The remarkable mix of students and faculty hailing from the various armed services and over seventy foreign countries constitutes a remarkable strength of CGSC. Discussions with students from the Command and General Staff School and the School of Advanced Military Studies reinforced this perception. Their collegial interaction beyond the classroom serves as a hidden resource of enormous value and lasting implications. In particular, the Committee observed a level of perspective and awareness among CGSC students in keeping with the best traditions of military education. Overall, student and faculty attitudes reflect a climate conducive to learning.

The College remains fully committed to protecting this core institutional strength.

The CGSC Campaign Plan, adopted in 2004, succinctly expresses the institution's commitment to fostering effective learning environments:

Learning is our most important contribution to the nation; therefore, our challenge is the mastery of a diverse, broad, and ever-changing professional body of knowledge.

Collaboration (developing, publishing, and subscribing) in the professional body of knowledge is essential to maintain currency and make relevant contributions to further professional understanding or creating new professional knowledge. This demands that

USACGSC be a learning organization committed to a continuous effort to improve student learning, teaching, and the learning environment.

CGSC has long strived to create an environment that enables students and faculty to perform at their best. A clear manifestation of this philosophy within CGSS is the organization of the student body into sections of sixty-four to seventy students, each subdivided into staff groups of sixteen to seventeen students for instruction of the common curriculum. By design, each such student group includes representatives from a broad array of Army branches as well as representatives from the sister services and international officers. The intent of this formula is to provide a rich, collaborative environment in which each student can lend a distinct professional perspective based on his or her experience and expertise. Because mid-career officers receiving intermediate-level professional education at CGSS will soon be moving on to staff and command positions that require a close understanding of the interrelationships of various military units and civilian organizations, staff group composition contributes importantly to the learning process at CGSS.

At SAMS, students in the Advanced Military Studies Program (AMSP) similarly reap the benefits of a calculated student mix within seminar groups of about fifteen officers. Selected based on a rigorous evaluation process, which includes written submissions and interviews, students in the AMSP are renowned in the College for their ability to engage in spirited debate. Even more than in CGSS, learning at SAMS depends upon the active and continuous involvement of the students in discussion, exercises, and other learning programs.

Unlike CGSS, SAMS has no dedicated curriculum developers. From the school's beginning, the SAMS permanent faculty and fellows have all participated in the process of curriculum refinement for both AMSP and AOASF. QAO now assists in the process through the development of officer surveys designed to help SAMS focus on the challenge of "education for

uncertainty.” The Quality Assurance Office will also conduct the first formal surveys of graduates of SAMS in 2006. In previous years, feedback from graduates was extensive but informal and not always presented in an academically useful format. The value of graduate surveys is especially high at present because they reflect the views of officers who have recently applied their learning in a time of war. Naturally, the resulting data must be placed in proper context. As more than one faculty member has observed, the College must be cognizant of the risk of skewing its efforts in the direction of training for the next assignment at the expense of educating for the remainder of one’s career.

Another source of valuable feedback, as well as an invaluable forum for professional collaboration, is the SAMSnet, available through the Army Knowledge Online (AKO) Web-based information system. AKO is a restricted Army-wide forum for communication and sharing of information. SAMSnet allows graduates to exchange experiences and ideas, as well as to communicate directly with the school. In the current year, SAMS will also establish a new SAMSnet on the Army’s secure network so that graduates currently assigned to areas of combat operations can exchange lessons in “real time.” The SAMSnet itself is the product of an AMSP officer’s monograph and personal time invested in development.

CGSC also works hard to ensure that each seminar group, whether in AMSP or CGSS, has the support of a capable resident faculty. Most CGSC instructors are active-duty or retired Army officers, but the ranks of the faculty also include representatives of the Navy, Marine Corps, and Air Force as well as civilian agencies, such as the Department of State. Civilian scholars, most often possessing doctoral degrees in a traditional academic discipline, and foreign military exchange instructors also enrich the educational mix.

Well aware that its student population consists of confident mid-career adults, CGSC deliberately emphasizes teaching techniques tailored to that setting. The Campaign Plan

specifically alludes to the importance of employing teaching methods best suited to adult learning.

The institution employs the most appropriate techniques and methods in an academic setting conducive to the most advanced understanding of the demands that will be made of those who pass through the course of instruction. This includes methodologies that are learning-centered, experiential, and effective...This methodology relies on collaborative learning, reflective practice, critical reasoning, creative thinking, and the practical application of adult learning theory. The CSGC classroom is an active learner environment, in which subject matter experts and facilitators stimulate thought, discussion, and knowledge construction.

One useful illustration of faculty commitment to a focus on learning is a current project of one of the College's 2005 research fellows. This effort builds on an initial collaborative endeavor in 2004 between CGSC and the John F. Kennedy School of Government at Harvard University to develop a scenario designed for a case-study methodology involving the 101st Airborne Division in Mosul, Iraq. Exchange visits between the two faculties marked the development of this working relationship. The latest project entails a review of the way case studies are employed at the Kennedy School and the Harvard Business School for the purpose of enriching and expanding the role case studies play in the various curricula at CGSC. One direct result will be the introduction of new instruction based on the case-study method in the CGSS curriculum in 2006.

As noted elsewhere in this Self-Study, curriculum development at CGSC depends heavily on the results of assessment as well as direct input from instructors. All curriculum design takes

into account both the setting for learning and the distinctive characteristics of the CGSC student population.

In addition, the College regularly reviews the status of classroom technology to guarantee smooth execution to support the needs of its students. Current classrooms employ an array of computer-assisted technologies. Meanwhile, the future classrooms in the Lewis and Clark Center—like the current model classroom set up in Eisenhower Hall—will reflect state-of-the-art capabilities including video teleconference systems. As always, CGSC technology will facilitate the conduct of large-group exercises based on the latest computer simulations.

CGSC is also undertaking a major initiative through the School of Non-Resident Studies (NRS) to improve the learning environment for students who in past years completed a correspondence version of the CGSOC. In collaboration with CGSS, NRS will soon make the entire common curriculum available online and employ the Blackboard learning management system, a development that will improve both quality and consistency. Because the non-resident student population is the College's largest, NRS is studying the possibility of providing an online degree at some date in the future.

<p style="text-align: center;">Core Component 3d The organization's learning resources support student learning and effective teaching.</p>

CGSC endeavors to maintain outstanding support for student learning and effective teaching in a variety of ways. Perhaps the most outstanding academic resource is the Combined Arms Research Library (CARL), a modern facility housing one of the finest military collections anywhere in the world. The library enjoys ample funding to obtain all relevant recent works needed to support classroom instruction at the College. Support for research is plentiful as well, whether through interlibrary loan or assistance in the College's appreciable archives. CARL reference librarians focus their efforts on service to students and faculty alike. In addition, the

library provides an extensive digital library, open stacks, a classified research area, and access to assorted special collections.

Another crucial organization supporting the CGSC educational mission is the Digital Leader Development Center (DLDC), which serves as the focal point for Army Battle Command Systems integration, performance-oriented simulations, and the conduct of exercises throughout the College. DLDC created the CGSC Simulations and Digitization Board to monitor digitization initiatives for education and training requirements across CGSC. Working closely with DLDC is the Directorate of Educational Technology, which supervises and coordinates use of computer facilities among the various College departments.

Even as it envisions future technological improvements in the Lewis and Clark Center, the College is making efficient use of current capabilities. Never before have staff, students, and faculty been able to share information or collaborate to the extent possible today. Whether from the desktop or the classroom, everyone at the College enjoys e-mail, network resources, access to the General Dennis Reimer Digital Library, and use of Army Knowledge Online (AKO) Collaboration Centers. The typical personal computer system in use throughout the College is a Pentium III system with two hundred and fifty-six megabytes of random access memory (RAM), a 20-gigabyte HD, and compact-disc read-only memory (CD-ROM) drive. Each classroom is also equipped with smart boards and projection systems.

A technology goal for the College is to provide students with access to common-use computers. This goal is becoming a reality in SAMS, where there is one personal computer for each student in classrooms configured according to “Classroom 21” standards. The objective for the ninety-six classrooms in the future Lewis and Clark Center is to have one personal computer for every two CGSS students to facilitate horizontal integration of Army Battle Command Systems (ABCS) training.

Another staple among current services offered to students and faculty is the resident distribution system. Served by a local contractor, the resident distribution office maintains inventories of available curriculum materials for instructors. At the instructor's discretion, course materials such as syllabi and issued readings are delivered directly to student mailboxes in the respective student section areas.

Administrative support to CGSS also includes the activities of the US Student Division and the International Military Student Division. Each manages basic administrative services, handles records, monitors progress towards graduation requirements, and conducts emergency notifications as needed. They also help organize special events and provide an organizational framework for recreational athletics, activities for spouses, publishing a year book and more.

One highly distinctive form of College support to teaching and learning in CGSS and SAMS is the staff ride. Each year the Department of Military History, in collaboration with the Combat Studies Institute, offers several elective courses that include the chance to participate in a staff ride, which entails an opportunity to study historic battles or campaigns on the actual terrain where they occurred. Having completed an intensive course of preparatory study, students assume the roles of key historic decision makers as seminar groups review the sequences of events that shaped military outcomes. Over the years, many students have regarded their participation in staff rides to battlefields such as Vicksburg, Chickamauga, Gettysburg, or the Little Big Horn as the most memorable learning experiences of their year at Leavenworth.

Meanwhile, students at the CGSC, by virtue of attendance at an Army school, enjoy an extraordinary level of support from the full-service community of which they are a part. The Fort Leavenworth garrison provides a broad range of services to CGSS and SAMS students who will be moving to Fort Leavenworth in order to complete the ten-month period of resident instruction at CGSC. Prior to reaching Fort Leavenworth, students receive complete information

on housing options, including floor plans, and a full description of the services available to them during their stay. The garrison normally reserves quarters for over six hundred student officers and their families and extends assistance in locating housing to those who will not live on post. The respective armed services pay basic moving costs for all officers who must relocate to Fort Leavenworth in order to attend CGSS or SAMS.

Shortly after their arrival, students attend “in processing,” during which they receive more detailed information on available services such as new spouse orientation, housing, post and community schools, health care, payroll, veterinary assistance, travel services, educational assistance, youth programs, recreational opportunities, and more. Perhaps the most notable annual event is PAIR Day, at which a great variety of post-supported, nonprofit, service, and commercial organizations offer promotional displays.

Similarly, the Education Center sponsors an annual college fair, which is scheduled in conjunction with the arrival dates of CGSC classes. Civilian colleges and universities participating in the on-post graduate education programs schedule classes in the evening and on weekends to accommodate students’ scheduling needs. Care is also taken to ensure that class calendars coincide with CGSC events, holidays, and so forth. In all, there are thirteen graduate degree programs available on post to members of the armed services and their families. In any given year, up to one quarter of the CGSS population will earn a graduate degree through one of three cohort programs conducted by external universities on post. As a rule, each program awards from nine to twelve graduate credit hours for CGSS course work. Army tuition assistance is available for eligible active duty soldiers.

Meanwhile, recreational and educational facilities at Fort Leavenworth include the Frontier Conference Center, the Trails West Golf Course, two extensive gymnasiums, an outdoor track, the hunt lodge, a skeet range, a bowling alley, outdoor and indoor swimming pools, a

movie theater and the Frontier Army Museum. The post also supports the activities of a host of recreationally focused clubs and organizations.

In addition, to help ensure a high quality of life and continuous improvement of existing services, the College and garrison sponsor such forums as town hall meetings, the community council, the PX (Post Exchange) Council, and Morale, Welfare and Recreation Councils that elicit widespread participation. Still other forms of community support include *The Fort Leavenworth Lamp*, the post newspaper, a variety of civilian employee education programs, and the “Know Your World” presentations delivered each year by the International Military Students.

CHAPTER 6

Criterion Four

Acquisition, Discovery, and Application of Knowledge

Criterion 4: Acquisition, Discovery, and Application of Knowledge

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Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.



Figure 6.1, Commitment to Lifelong Learning. Photograph by Michael Dye, NWMSU.

CGSC actively encourages a spirit of lifelong inquiry for students, staff, and faculty alike. The College has long appreciated that no graduate is a “finished product.” The expressed intent of emphasizing elements in the curriculum such as critical and creative thinking is to nurture continuous self-development long after officers have completed their tours at Leavenworth. Events of the last decade have demonstrated that the global environment is constantly changing. Only those who have made a personal commitment to life-long learning maximize their chances of success.

Since the last NCA accreditation visit in 1995, the College has greatly expanded opportunities for its faculty members to pursue continuous professional development. In 2004, the Deputy Commandant initiated the CGSC Research Fellows Program to provide an extended opportunity to pursue projects that might otherwise languish for lack of dedicated time to tackle them. In the past, command-level interest in research has been sporadic. Consequently, aside from the holders of doctoral degrees, only a small minority of the faculty realized aspirations of

research and publication. One result is that the faculty culture is still not fully acclimated to the changing climate of expectations. To support this new endeavor, the CGSC Graduate Faculty Council regularly brings to the attention of the faculty distinctive research opportunities by disseminating information about grants and other sources of support. In August 2005, the Graduate Faculty Council, in conjunction with the Graduate Degree Program and the Foreign Military Studies Office, hosted a representative from the Air Force Institute of National Strategic Studies, who described various research funding opportunities associated with priority research subjects. In November, three members of the Department of Joint and Multinational Operations in CGSS learned that they had been awarded funded research support to investigate the “Geopolitics of Petrochemicals and Counter-terrorism in Central Asia.” In past years, faculty members have received grants from such organizations as the United States Institute of Peace, the International Research and Exchanges Board, and the Smith-Richardson Foundation.

In the meantime, other organizations within CGSC have become more involved in the institution’s quest to broaden its horizons. For example, the Faculty and Staff Development (FSD) staff actively promotes appearances by guest speakers and other noteworthy events across the College in order to encourage faculty involvement. One illustration of this effort was a recent presentation from a distinguished member of the School of Education at Kansas State University on learning and the brain. The FSD supplements the speaker series with regular workshops on teaching and instructional technology. The most recent initiative is the establishment of an online forum for sharing information about teaching called Instructornet. This means will provide a remarkable opportunity to forge a “community of practice” across the College. Still, the overall productivity of the faculty in terms of research and publication is not high. This is partly a function of the leftover culture of the College as well as a reflection of unusually high classroom teaching loads. Recently, to further explore the question, the Graduate Council sponsored a survey of the faculty concerning research interests and perceived

opportunities. The results were not known as of the publication of this Self-Study. One past center of research within the College was the Combat Studies Institute, which once was charged with the conduct of instruction in military history as well as supporting research and publication. In 2004, the institution's research and publication capability along with the title Combat Studies Institute was reassigned from CGSC to the Combined Arms Center. However, the teaching historians remained within the College as the CGSS Department of Military History. In the meantime, the Combat Studies Institute still publishes works by College authors on a selective basis and institute faculty regularly serve on MMAS thesis committees and manage extensive history projects in which many members of the College participate either as subjects or as interviewers.

Collaboration and engagement with the Army as a whole are also an important part of the lifelong learning process. Just as the College must operate as a learning organization, so must its staff, faculty, and students embrace the principle of constant self-improvement. In this regard, CGSC efforts to lend direct support to the Army yield a significant dividend in return. The temporary deployment of faculty members, and occasionally even students, to assist field units constitutes a significant growth opportunity and also serves to enrich the curriculum by bringing fresh experience back to the classroom.

Indeed, like CGSC, the Army as a whole in recent years has made great strides in the direction of becoming a learning organization. The presence at Fort Leavenworth of the Center for Army Lessons Learned (CALL), whose personnel are constantly evaluating "best practices" of the Army in the field, is one important manifestation of this trend. CALL and CGSC regularly explore ways in which their collaboration can further research or the discovery of better approaches to solving problems. In recent years, a number of faculty members have had the opportunity to serve as members of CALL teams that have visited the field in Iraq and Afghanistan in order to identify emerging trends and improved methods of operating.

In addition, CALL, with its vast, secure collection of digitized documents, is an outstanding resource for faculty and student research.

Expansion of venues for continuous faculty learning includes the recent establishment of collaborative advanced degree programs with Kansas State University as well as broadened cooperation with the University of Kansas and other area universities. In addition to the establishment of new degree programs that serve a Fort Leavenworth constituency, joint participation in exercises, cooperative symposia, and shared arrangements to maximize access to guest speakers help nourish a vital intellectual atmosphere at CGSC. By the same token, the rapid development of an online curriculum through NRS bodes well for extending lifelong learning opportunities across the Army as a whole.

In the same spirit, CGSC continues to foster research and publication among its students and faculty. The Master of Military Art and Science degree program, which is available to all students in the Command and General Staff School (CGSS) and the School of Advanced Military Studies (SAMS), requires a substantive, research-based thesis or monograph on a topic of professional relevance to the military. In fact, the program mission specifically identifies the development of research skills as a tool that the graduate will carry forth in subsequent career endeavors. Certainly, a learning organization has a continuous need for capable researchers and analysts. All graduates of the MMAS program are mid-career professionals who realize that their intellectual development must keep pace with their career progression.

The very existence of the School for Command Preparation (SCP) serves as a testament to the Army's commitment to a life of learning. Focused on senior leaders approaching the assumption of command positions, SCP offers a variety of short resident programs to prepare its students for upcoming challenges. One distinctive dimension of the program is a course for commanders' spouses aimed at familiarizing them with the new expectations that they will face.

This course recognizes both the personal sacrifices that spouses may be called upon to make as well as the unique supporting roles that they fill in Army organizations.

Meanwhile, all of the research conducted by CGSC faculty members and students, unless restricted by virtue of classification, is available to the broad professional and academic community through the Combined Arms Research Library (CARL). The rapid expansion of the digital collection, which includes MMAS theses and monographs, facilitates the learning efforts of individuals across the Department of Defense and academia.

To be sure, military and civilian staff and administrators at the College also have access to a wide range of professionally relevant courses and programs promoted by the Army or the federal government. Among these are the courses offered by the Army Management Staff College, which aim specifically at the development of managerial and leadership skills among members of the federal service, as well as officers and non-commissioned officers. In addition, the federal service routinely offers a variety of training programs to support individual staff development.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

As noted elsewhere in this study, the current Deputy Commandant declared that the faculty constitutes the “decisive line of operation” at the College. Among other things, this implies an expectation that faculty engage in the pursuit of new knowledge:

I expect the faculty to be educators, not trainers. Trainers work with relatively finite bodies of knowledge. You as educators have as a first obligation being experts in your

fields, on your own initiative. For each of you, it is your own personal responsibility to be on the cutting edge of your discipline.

Of course, acquisition of new knowledge cannot flourish in an institution that is not receptive to new or controversial thoughts. CGSC is fully committed to broad and open intellectual inquiry. Accordingly, it fully supports the principle of academic freedom as outlined in the CGSC Catalog. CGSC also recognizes that it cannot be successful in the fulfillment of its mission if it does not actively promote the development of thinking skills among students and faculty alike. The Campaign Plan encapsulates and defines this proposition:

Training for Certainty and Educating for Uncertainty with a Multi-Disciplinary

Curriculum: *USACGSC serves as the US Army's most important professional school, combining theoretical education and practical training to produce leaders who are proficient in the understanding and conduct of modern warfare. We must train for certainty and educate for uncertainty; both training and education are vital to our students' learning needs. We must train our graduates on enduring doctrinal principles, emerging lessons, and the skills they will require in their next assignment. Moreover, we must educate our graduates for the uncertainty they will surely encounter: they must know how to think and apply critical reasoning and creative thinking in complex ambiguous situations.*

As this statement implies, the College appreciates that its graduates must be adaptive thinkers, who can cope with situations for which they were not specifically prepared.

In keeping with this posture, the College seeks continuously to contribute to and expand the body of professional knowledge. CGSC makes a constant effort to place the fruits of its

research at the disposal of the Army and society at large. For example, the CARL posts digitized theses on its Web site where they are available to a wide readership. Also, the Center for Army Lessons Learned maintains digitized issues of *Military Review*, the Army's professional journal published at Fort Leavenworth, dating to the journal's inception in 1922, as well as a wealth of other resources.

As noted above, the MMAS thesis program contributes directly to the advancement of knowledge in the Army. MMAS theses cover a broad range of professionally relevant themes and often contribute to the current debate on doctrine, tactics, strategy, and a host of other subjects. One recent thesis, for example, was republished in an edited version in Land Warfare Paper Number Fifty-Three by the Institute of Land Warfare sponsored by the Association of the United States Army (AUSA). A second important product of the MMAS program is the development of qualified researchers who will carry their refined investigative and analytical skills with them into the field. In addition, the College encourages faculty and students alike to contribute articles to Army professional journals such as *Military Review* or *Parameters*, the journal of the Army War College.

Meanwhile, in 2005, the Deputy Commandant directed that the Graduate Faculty Council evaluate and select top MMAS theses and monographs for publication annually. The intent is both to recognize students for outstanding work and to maximize the dissemination of CGSC research products to the Army, DOD, and the larger academic community.

CGSC and associated organizations at Fort Leavenworth regularly engage other key centers of professional military study by a variety of means. For instance, the Combat Studies Institute offers the possibility of publication for more substantive monographs or books on topics of professional interest. Also, each year Training and Doctrine Command and the Combat Studies Institute jointly sponsor a conference at Fort Leavenworth on a theme relevant to the military profession. Recent conference themes included "Turning Victory into Success: Military

Operations after the Campaign” and “Armed Diplomacy: Two Centuries of American Campaigning.” These well-attended programs included numerous scholars from the CGSC faculty as well as from the US Army Center of Military History, the National Defense University, the Army War College, the US Marine Corps Command and Staff College, and a number of civilian universities. Some of the featured speakers at these three-day sessions were notable participants in current military operations abroad. To preserve and disseminate outstanding papers, CSI publishes a volume of the conference proceedings annually.

The College also reaches out to the world of commerce and industry in its efforts to remain abreast of emerging trends. Recently, the Digital Leader Development Center hosted a one-day conference at the College with representatives of Microsoft as part of a planned process to identify current and future solutions for academic operations. An additional topic was the anticipation of emerging information technologies and their impact on Army units in the field. Participants in the discussions included numerous representatives from CGSC as well as from TRADOC and the Combined Arms Center.

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The utility of a CGSC education is of the utmost interest to the Army and the College. CGSC is able to gauge the value of the classroom experience in a variety of ways. Historically, the College has received feedback from senior Army leaders primarily through informal means. For example, as part of the annual Leadership Lecture Series, senior Army or sister service officers, many of them graduates of the College, share their perspectives on the current educational needs of the profession. Some meet with small groups from the faculty to discuss subjects of shared interest.

More recently, the College has relied increasingly on more formal processes to confirm that its curriculum meets the needs of the Army and DOD. Foremost among these are two professional accreditation reviews: one conducted by a Process for Accreditation of Joint Education (PAJE) Team and the other by the US Army Training and Doctrine Command. Each begins with the conduct of a Self-Study and written report by the College, which provides the basis for scrutiny during the team visit. CGSC underwent review by both bodies during the winter of 2005.

Joint education, which focuses on how the different services work together, is a paramount concern of DOD. Mastery of joint warfighting principles, the organization of joint headquarters such as task forces, joint doctrine, and related topics are crucial to the professional advancement of mid-career officers of all of the armed services. As noted elsewhere in this study, graduates of CGSS and SAMS will move on to staff and command positions at which knowledge of their own respective services will no longer suffice. Joint accreditation, as the title implies, focuses on the adequacy of instruction on a specific list of joint topics in the curriculum as well as the overall achievement by the College of joint education objectives. This process looks at the length and breadth of the College and its various curricula, but focuses primarily on the common core taught by CGSS, completion of which provides joint level one certification for officers of the Army and sister services.

In addition to a review of curriculum, the PAJE process carefully assesses the College's capability to deliver that curriculum. Accordingly, the PAJE team measures CGSC's performance based on a series of prescribed standards. These require, for example, a certain fraction of sister-service officers among the faculty as well as a specific mix of officers within each student section and staff group.

J-I-M Faculty Mix



Army / CIV
✓ CGSS = 100/138
✓ SAMS = 8/7
✓ SCP = 14/3



Marines
✓ CGSS = 3
✓ SAMS = 1
✓ SCP = 0



Inter-Agency
✓ CGSS = 1
✓ SAMS = 0
✓ SCP = 0



International
✓ CGSS = 3
✓ SAMS = 0
✓ SCP = 0



Air Force
✓ CGSS = 12
✓ SAMS = 0
✓ SCP = 0



Navy
✓ CGSS = 5
✓ SAMS = 0
✓ SCP = 0

TOTAL - 145 Mil + 149 Civ = 294

Figure 6.2, Joint-Interagency-Multinational Faculty Mix. Data as of March 2005.

From March 13-18, 2005, a Process for Accreditation of Joint Education (PAJE) Team, consisting of about twenty reviewers from DOD and peer institutions of military education, conducted an on-site accreditation review of CGSC. This marked the first PAJE review conducted in accord with the “Officer Professional Military Education Policy (OPMEP), which was adopted and published in 2004 by the Combined Joint Chiefs of Staff in Washington, D.C. Overall, the PAJE Team evaluated the College’s intermediate-level education resident program as measured against seven published standards:

1. Develop joint awareness, perspective, and attitudes.
2. Employ predominantly active and highly effective instructional methods.
3. Assess student achievement.
4. Assess program effectiveness.

5. Conduct quality faculty recruitment, selection, assignment, and performance assessment programs.
6. Conduct faculty development programs for improving instructional skills and increasing subject matter mastery.
7. Provide institutional resources to support the educational process.

Overall, the summary report found that CGSC fully met standards one, two, three, five, and seven, and partially met standards four and six.

In a comparable manner, the PAJE Team reviewed the College's performance in five specific joint learning areas:

- National military capabilities and command structure.
- Joint doctrine and concepts.
- Joint and multinational forces at the operational level of war.
- Joint planning and execution processes.
- Information operations (IO), command and control, and battlespace awareness.

The report concluded that CGSS fully met expectations in the first four areas and partially achieved the standard in the fifth. On the whole, the report reflected approval of the conduct of joint education at CGSS:

CGSS conducts a rigorous educational program that emphasizes the integration of air, land, and sea forces and the development of these forces in a joint, combined, and coalition military environment. The CGSS achieves the goal of developing critical thinking skills and broad understanding through education in small, informal, and heterogeneous group interaction, practical application exercises and war games, and exposure to distinguished speakers and policy makers.

The report concluded with two recommendations to the Chairman of the Joint Chiefs of Staff. First, it called for extension of conditional accreditation of US Army CGSS ILE Program of

JPME for not more than three years. The stated justifications for conditional extension were “our inability to assess full implementation of the ILE program and significant weakness in program effectiveness assessment capability.” The former point referred to the extension of ILE to projected Course Locations.

Second, it proposed continued recognition of graduates of the program as having met the JPME Phase I educational requirements. This proposal related to a general suggestion: “Consider reassessing and, where necessary, redesigning practical applications and exercises to better balance the educational opportunities for affective and cognitive learning and reinforce the joint learning outcomes.”

The PAJE Team issued a separate report on the ILE course at CGSS Course Locations. The team based its findings on the performance of pilot CL sites that had been set up on a provisional basis at Fort Gordon, Fort Belvoir, and Fort Lee. Like the resident report, this report recommended conditional extension of accreditation for three years and recognition of CL graduates as having completed JPME Level I requirements.

Both reports noted certain areas of present and future concern, especially pertaining to instruction conducted outside the College. For example, a question remains as to whether it will be possible to achieve the right student and faculty mix at the permanent Course Locations. During the conduct of the pilot courses, faculty teams deployed from CGSS to carry out instruction. Today, the College is recruiting additional faculty members to join teaching teams that will be based full-time away from Leavenworth. In addition, PAJE mandated a separate visit to the College in June 2005 to examine the School of Non-Resident Studies. That report as well resulted in a two-year certification of the program. The initial NRS accreditation visit is scheduled for 2007.

The TRADOC accreditation team, in turn, took a broad look at the College entailing a general review of curriculum, faculty credentials, and administrative processes, especially

adherence to various guidelines on the conduct of training issued by TRADOC. The TRADOC team concluded its report by recommending extension of accreditation for CGSC for three years ending in 2008.

Beyond the conduct of formal and informal assessments of the College and its curricula, CGSC retains close links with the field in important ways. Each year a new cohort of active-duty CGSC graduates returns to the College to join the faculty after tours of duty in operational headquarters, service as unit commanders, time spent in training commands, or other experiences. These officers are keenly aware of the current needs of units deployed on missions around the world and bring that knowledge back to the College. Thus, while personnel turnover has always been a challenge for CGSC, it is also an important source of renewal and revitalization. Further, as noted above, periodic short-term deployments to the field by members of the faculty also serve to keep the institution alert to important changes in the professional environment.

Yet another fundamental circumstance serving to integrate CGSC into the larger professional milieu of the Army is the College's presence at Fort Leavenworth itself. Leavenworth has long been the hub of Army doctrinal study as well as home to the Center for Army Lessons Learned, the Combat Studies Institute, the Foreign Military Studies Office, and other organizations that engage in full-time study of ongoing US and multinational operations.

Although it is a military and more specifically Army institution, the College engages extensively in support to the community of DOD educational institutions. This cooperation often takes the form of exchange visits or participation in joint simulations exercises. In addition, CGSC regularly participates in the semiannual meetings of the Consortium of Federal Degree Granting Institutions. The College will host this forum, which will address common institutional interests in the fall of 2006.

Still another facet of CGSC's outreach entails collaborative educational programs with area universities such as the University of Kansas and Kansas State University. During the past two academic years, CGSC has invited graduate students and faculty members in journalism from Kansas State University and the University of Kansas to participate in panels and exercises relating to the relationship between the military and the media. This shared experience has been illuminating for both sides and has done much to foster a higher level of reciprocal understanding. In the past, most notably after the Vietnam War, tensions between some journalists and some representatives of the military hindered clear communication. Today, CGSC is trying to do its part to create an effective working relationship that reflects a mutual appreciation for the indispensable societal roles of both groups. To assist this endeavor, the College has hired former network news reporter, John McWethy, as a consultant on media education.

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The Command and General Staff College places a great emphasis on the importance of ethical conduct. CGSC fully recognizes that officers may well be placed in situations that call for difficult decisions fraught with ethical implications. Likewise, the federal service has long recognized the need to conduct regular ethical training for members of the DOD civilian workforce.

Emphasis on ethical conduct at CGSC assumes many forms. One of these not routinely confronted at civilian institutions is the assurance of the proper handling of classified materials. As enshrined in public law, all personnel, whether military or civilian, must understand the rules and play an active role in their observance. Accordingly, DOD and the Army provide regular briefings and training to maintain a high level of awareness among the workforce.

Ethical conduct is no less important to academic pursuits. The Leadership Instruction Division (LID), the teaching arm of the Center for Army Leadership (CAL), assumes primary responsibility for ethics instruction at CGSC. CGSC chaplains provide supplemental instruction to ensure thorough coverage of the subject. In addition, US Army lawyers on the faculty reinforce this message in classes on legal and ethical conduct.

Discussion on the laws of war also occurs in the curriculum of all of the schools at CGSC. Public debate over the abuse of prisoners at Abu Graib and the detention of captives at Guantanamo has inevitably reinforced the College's determination to treat this subject thoughtfully and objectively. Accordingly, electives on legal issues offered in CGSS include "Detention, Interrogation, and Human Rights," and "Operational Law for Commanders."

The College also strives to maintain high ethical standards in its academic processes both as they pertain to the performance of classroom assignments or the conduct of research. Army Regulation 15-6 contains specific provisions outlining the proper handling of reported violations of proper academic conduct. As asserted in the CGSC Catalog, "Professional ethics is of paramount importance to the CGSC. Work presented by students, staff, and faculty as their own will be their own."

In turn, the College makes every effort to educate its researchers on the application of relevant ethics rules. For example, the A211 MMAS elective on research methods taught by the faculty of the Graduate Degree Program explicitly covers compliance with ethical standards in the course of carrying out research with human subjects. Topics include the Belmont Report, the Nuremburg Code, and the principle of informed consent. Of course, CGSC does not conduct any biomedical research, but members of the faculty and students from time to time do employ surveys or interviews with Army personnel on a variety of topics from operational history to attitudes in the field. The CGSC Quality Assurance Office authorizes the conduct of surveys and verifies compliance with appropriate methodological standards. Similarly, the conduct of

interviews by College researchers conforms to standards set by the Department of Military History and the Graduate Degree Program. To date, the College, based on the limited nature of its research, has not been required to establish an official institutional review board. Existing protocols ensure the ethical conduct of human research. In the meantime, however, the College has undertaken a review of its position, including seeking a legal opinion to determine whether it would be best to formally establish an IRB.

Because it is an educational institution of the federal government, CGSC operates under a distinct set of rules pertaining to intellectual property rights. Ordinarily, in accord with rules approved by Congress, work such as monographs or articles written on government time cannot be copyrighted and are freely available to the public. Students and faculty may, however, write and publish works commercially that they have created on their own time and with their own resources. Occasionally, upon recommendation by the Graduate Faculty Council and approval by the Deputy Commandant, CGSC Research Fellows may freely publish work created on government time if doing so is deemed consistent with the mission of the institution. These strictures imply adherence to ethical and legal restrictions actually greater than those required and observed at most civilian universities, where faculty are not only permitted but encouraged to publish under their own names work accomplished on “duty time.”

CGSC does not maintain research laboratories in the sciences and, therefore, the commercial application of patented products has not arisen as a concern. Nevertheless, all rules pertaining to the proper conduct of federal employees apply in principle. DOD regulations and federal law prohibit CGSC authors who write for publication while on the job from copyrighting these works which must become public property. They, nevertheless, enjoy the right to research and publish freely both in DOD-sponsored publications and in academic venues such as journals or books. Collection of any royalties for work accomplished on duty time is restricted by regulation.

CHAPTER 7

Criterion Five

Engagement and Service

Criterion 5: Engagement and Service

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Core Component 5a
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Because it is integrally linked to the Army and the armed forces as a whole, CGSC enjoys extensive opportunities to draw upon the experience of other military organizations to enrich its learning environment and to improve its approach to education. In turn, because it harbors a deep sense of commitment to serving its external constituencies, the College regularly examines itself and confers with constituents to verify that it is meeting its needs and expectations. The fact that the vast majority of its faculty members are either active duty or retired officers stands as tangible evidence of the organic relationship between the College and its key constituencies.

There can be no more compelling evidence of the living connection between CGSC and the operational Army than assignment histories of the former and current Commandants. Lieutenant General David Petraeus assumed the post of Commander, Combined Arms Center in October 2005. Prior to coming to Leavenworth, LTG Petraeus served as Commander of the 101st Airborne Division in Iraq and commander of the Multinational Security Transition Command Iraq, which worked with the Iraqi ministries of defense and interior to train their army and police. In short, General Petraeus brings to the College an intimate understanding of current operations based on direct, high-level experience. Acutely aware of the Army's needs, he has taken an active hand in advising the College on ways it can better prepare its graduates. One manifestation of his influence is the infusion into curricula across the College of additional study of the problem of counterinsurgency, often referred to by the Army abbreviation COIN. The Commandant recently represented CAC and CGSC at the Center for Strategic and International Studies in Washington where he spoke about the development of Iraqi security forces.

LTG Petraeus' predecessor, Lieutenant General William S. Wallace, had previously served as the commander of V Corps during the invasion of Iraq in 2003. During his tenure at Fort Leavenworth, he repeatedly stressed the importance of service to the Army in the field. In this case as well, the Commandant's perspective shaped research priorities and contributed to the development of the curriculum. For example, at General Wallace's direction, during the 2004-2005 Academic Year, the College made great strides in integrating the theme of cultural awareness across its constituent schools and placed a premium on regionally focused courses and studies. Not surprisingly, particular emphasis went to study of the cultures of the Middle East.

At any given time, a majority of the CGSC leadership consists of relatively senior active duty officers who have come directly from field units or garrison posts where they have been engaged in conducting military operations, training units, maintaining key facilities, writing doctrine, serving in joint commands with sister services, or carrying out other important missions. Consequently, they are in touch with the concerns of armed forces outside the schoolhouse and bring with them a fresh understanding of important institutional trends and breaking developments in the profession. In turn, CGSC students, after their year of schooling, will flow back out to the Army in the field. Some will return to the College years later as faculty. Moreover, because active duty faculty members often expect to return to the field, their professional development during their tenures at the College is no less important. Consequently, CGSC remains an organic part of the larger institution it serves.

During a typical academic year, CGSC will host a large number of visiting senior officers, many of whom will participate in the learning process either as speakers or by slightly less structured means. One illustration is the Current Operations Symposium held near the end of each year at which senior officers form a discussion panel for the purpose of bringing students up to date on the latest developments in the field.

Service to outside constituencies is also apparent in many study projects undertaken at CGSC. For example, in 2005-2006 one CGSS staff group will participate in a collaborative pilot project with I Corps, which is based at Fort Lewis. The commander, I Corps, a former SAMS fellow, will personally conduct regular meetings with the students through video teleconference to ensure that the benefits of the experiment will be reciprocal.

Another current example is the College response to the humanitarian emergency brought about by Hurricane Katrina. In September 2005, nine members of the CGSC staff and faculty deployed to join relief efforts. At the same time, three others departed temporarily to support the Army in Iraq and Southwest Asia.

The College also enjoys important institutional links with the Army and DOD. The Goldwater-Nichols Act of 1986 mandated that each of the armed services would infuse a substantial body of joint-focused subject matter into the curricula of their respective mid-career schools. This resulted in the Process for Accreditation of Joint Education (described in a previous section), designed to ensure comprehensive coverage of joint learning objectives. In reality, this is a collaborative process that allows the College to seek DOD guidance and to develop its own joint curriculum in response to the needs of the armed services.

CGSC is closely bound to the Fort Leavenworth community, not only by virtue of shared location, but also by the chain of command. As noted earlier, the Commandant of the College simultaneously serves as the commanding general of the Combined Arms Center and Fort Leavenworth. One successful shared learning endeavor that embraces not only the post community but surrounding communities is the annual series of presentations hosted by the Fort Leavenworth Historical Society at the Frontier Army Museum. Numerous speakers and discussants are members of the CGSC faculty. Regularly scheduled “Know Your World” presentations, given by foreign officers in the student body, also enjoy a wide following in the region.

CGSC is fully aware of its obligation to serve and relate to the Leavenworth area and the region as a whole. One example is its Service to the Nation Program. Initiated in 1999, this program sends individuals or small teams from CGSC to area communities, veterans' hospitals, schools, or service organizations to discuss their experiences in the military and roles played by the military in today's world. Participation is a requirement for every student in CGSS.

CGSC recognizes that it is part not only of Fort Leavenworth but also northeastern Kansas and northwestern Missouri. As a matter of tradition, at least one member of the CGSC Advisory Committee is a representative from a local College or university. Moreover, CGSC welcomes opportunities to collaborate with area institutions of higher education. Beyond occasional exchanges of speakers, CGSC supports various collaborative programs. For example, the Department of Military History at CGSC and the Department of History Kansas State University together support a Ph.D. program in military history. Although KSU awards the degree, members of the CGSC faculty teach some of the courses, which are made available to students from both institutions. Because CGSC is intent on exploring additional initiatives with other institutions, it appointed a Director of Outreach in 2004. Now a well-coordinated activity, Outreach has done much to promote regular interaction between the students and faculty of CGSC and their counterparts at a variety of area institutions.

Core Component 5b
**The organization has the capacity and commitment to engage with its
identified constituencies and communities.**

As an Army educational institution, CGSC is inextricably linked to its parent organization. One vivid manifestation of this relationship involves the recruiting of CGSC students for assignments to units after graduation. In coordination with US Army Human Resources Command, units and organizations around the Army conduct recruiting visits with CGSC students in order to arrange the most mutually advantageous assignments for graduates.

Although students do not always receive their assignment of choice, none will leave CGSC without orders to join a new unit or organization in a position of responsibility commensurate with their rank, experience, and education.

During the past decade, CGSC has become increasingly involved in helping the Army study its own operations in the field. In particular, faculty members in the Department of Military History have conducted operational research based on oral history interviews and direct observation in the field to produce published, book-length studies on Operation Uphold Democracy in Haiti, Operation Restore Hope in Somalia, and Operation Joint Endeavor in Bosnia. These have not only found wide employment in the College curricula but are available online in the Combined Arms Research Library digital collection for use by students and faculty researchers around the world. Moreover, College historians are currently assisting the Combat Studies Institute in the compilation of major studies on current operations in Iraq and Afghanistan.

In related endeavors, members of the CGSC faculty have joined teams from the Center for Army Lessons Learned (CALL) to work as researchers actually embedded in units in the field. CALL regularly publishes studies and reports aimed at serving professionals in the field. CALL is also a valuable partner with the College through its support for the MMAS program. Each year, some members of the CALL staff join student thesis committees to help guide research deemed of value to both organizations.

A further invaluable venue for professional collaboration inside and outside the College is the Battle Command Knowledge System, which hosts a number of professional online forums for commanders, staff officers, and noncommissioned officers. In November 2005, BCKS hosted its first knowledge management conference titled "Putting People in the Midst of Knowledge Management." Held at Fort Leavenworth, the conference focused on matters such as collaboration, content management, and expertise location. A narrower illustration of BCKS

support to the College is the online I Corps and CGSC Collaboration Zone (C-Zone), which serves to support a pilot effort involving a single CGSS staff group in its efforts to study the experiences of units in the US Army I Corps.

Of course, CGSC relates to the larger Army community in many other ways as well. The College regularly brings in senior commanders to speak as part of its Leadership Lecture Series. These presentations give students a perspective on organizations and activities across the Army and DOD with which they may have had no prior familiarity.

<p style="text-align: center;">Core Component 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.</p>
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In addition to providing critical education and training for the Army through its five schools and other affiliated activities, CGSC often provides direct support to the Army in the field. In 2004 alone, over thirty members of the CGSC staff and faculty deployed to field units, headquarters, or other organizations around the globe to lend their experience and expertise. Though sometimes burdensome for the College due to the disruptive effects on teaching team composition and classroom continuity, this process is mutually beneficial to CGSC and the Army. Whereas the Army is able to draw upon the reservoir of talent available at the College, CGSC in turn is able to keep in direct touch with new trends in the field. Returning staff and faculty members share what they have learned with the rest of the College community.

In the last decade, CGSC has been extremely responsive to the Army's requests to maintain an up-to-date curriculum. One illustration is the design and implementation of extensive reform in the CGSS curriculum over the past five years. Driven by the ambiguous and unpredictable international security environment that evolved during the 1990s, this change rested on the proposition that officers needed a different set of skills and abilities to perform

effectively. The eventual result entailed sweeping change in content and teaching methodology alike.

Even as the Army perceived a need to change what it taught, it also elected to revise the way it selects those who would receive the instruction. In a fundamental shift, the Department of the Army decided to offer intermediate-level education to all of its field-grade officers, not just to a chosen cohort. The resultant program, termed Intermediate Level Education (ILE), consisted of two parts, a core curriculum to be taken by every major, and a Credentialing Course. Officers in operational career fields (about seventy percent of the total) would take the Advanced Operations and Warfighting Course (AOWC) as their Credentialing Course. In lieu of AOWC, non-operational career field officers would attend focused programs of study related to their respective professional specialties.

CGSC turned initial development of a new curriculum design over to Cubic Applications Corporation, which conducted a needs analysis and crafted a list of competencies required of field-grade officers through the year 2015. Through 2001, CGSC and Cubic jointly developed the new curriculum, emphasizing use of emerging best practices in the field of adult education.

A radical departure from the past was the creation of teaching teams as the primary organizational construct for members of the faculty. A departure from reliance on teaching departments as the basis of organization, the intent of the teams was to break down artificial barriers among fields of specialization. An integrated approach to teaching replaced a “stove-piped” approach. To be sure, this demanded a shift in institutional culture and not all faculty members looked upon it favorably. A mitigating factor, however, was that teaching departments did not disappear. Faculty retained association with their primary teaching department and continued to occupy offices based on this affiliation.

CGSS piloted the new curriculum and organizational model with one quarter of the class of 2003. As problems became apparent, based on feedback gathered from faculty and students,

revisions began. Excessive faculty and student workloads and evident gaps in the content surfaced as principal objects of concern. During the summer of 2003, CGSS implemented a program to familiarize the entire faculty with the new curriculum and associated methodologies. Survey data subsequently produced evidence of growing satisfaction with the program.

In 2004, the College initiated the delivery of the new curriculum to reserve component officers in the form of non-resident instruction. Cubic developed advanced distance learning (ADL) courseware to enable non-resident students to pursue self-paced study in a Web-based format. CGSS also began instruction of the new curriculum at temporary Course Locations.

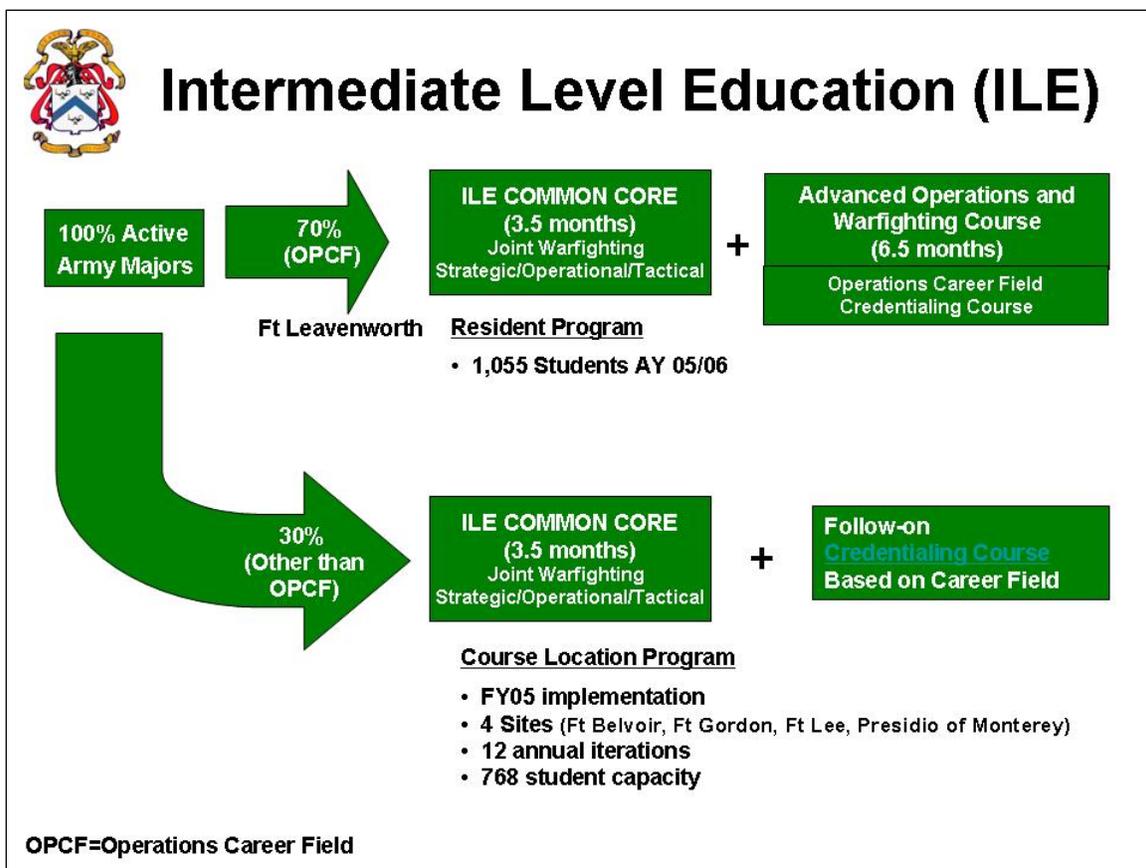


Figure 7.1, Intermediate-Level Education

As previously noted in this Self-Study, CGSC has continued to adapt its curriculum offerings to address current Army needs. Two excellent examples are recent additions to the CGSS elective curriculum. In addition to new courses on regional cultures and counterinsurgency, faculty experts have written electives on foreign humanitarian assistance operations and joint medical planning in current operations. Each course emphasizes case studies and challenges students to realistically consider problems based on actual or potential military operations.

Course Locations provide another illustration of the way CGSC has supported the Army during the past two years. Piloting Course Locations initially entailed the ninety-day deployment of instructor teams to various posts for the purpose of teaching the intermediate-level education core curriculum. This schooling provided Course Location students with CGSS and Joint Military Professional Education Phase I qualifications essential for their career progression. Having successfully tested the concept in different venues, CGSC has selected three posts to serve as Course Locations on a permanent basis. Currently, each CL serves fewer than one hundred students per session. The master's degree program is not currently available to CL students.

The Army often calls upon CGSC to assist in the development of educational and training programs for officers and enlisted personnel who are not enrolled in the College. For example, the Center for Army Leadership (CAL) is currently working on the redesign of the Captain's Career Course, the Non-Commissioned Officer Education System, the Warrant Officer Education System, and the Civilian Education System. In particular, CAL has written an information paper addressing the current state of leader development programs specifically focused on preparation for roles in what are termed stability operations aimed at helping a host country restore civil order and normal government services.

Another form of support to its constituencies is the College-wide emphasis on research that will benefit the Army and DOD. Each year an editorial board, consisting of representatives from around CAC as well as CGSC, meets to identify a list of priority research topics. Widely publicized among student and faculty researchers, the list regularly attracts considerable interest. Last year, all SAMS monographs and a large majority of CGSS MMAS theses directly supported investigation of the listed topics. Similarly, in the fall of 2005, representatives of the Air Force Institute of National Strategic Studies (INSS) visited the College to raise awareness concerning opportunities for support for high priority research topics.

CGSC also engages in a constructive collaborative relationship with peer schools through the Association of Federal Degree Granting Institutions (FDGI). This group meets twice annually to compare notes and experiences on everything from accreditation to faculty hiring and retention to learning theory. CGSC will host the FDGI conference in the fall of 2006.

The CARL is also a regular provider of services to other Army organizations. Recently, in response to widespread requests from around the Army for information about the digitization of books, reports, manuals, and other documents, CARL worked with the Army Librarian's Office to begin a community of practice for digitization projects through the Army Knowledge Online Web site. Similarly, the CARL provided direct assistance to the Military History Institute US Army Heritage and Education Center, which had been experiencing difficulty with its digitization program. In November 2005, the Humphrey Engineer Center consulted with experts at the CARL concerning scanning and digitization processes.

Core Component 5d
Internal and external constituencies value the
services the organization provides.

CGSC is essentially one with its principal constituency, the Army. It exists at the pleasure of the Army leadership, the Department of Defense, and the United States Congress. In

light of this fundamental relationship, the most resounding endorsement the Army can give is its ever increasing reliance on the College and its services. A clear pattern of evidence reveals that this is so.

First of all, as previously noted in this Self-Study, the Army has decided that all active duty majors (or in some cases senior captains selected for promotion) in operations career fields will attend the resident Command and General Staff Officer Course (CGSOC) at Fort Leavenworth. All majors outside the operations career fields will enjoy the opportunity to attend Course Location sites run by CGSC to complete the ILE Common Core. Even as these changes unfold, the College is putting its Common Core and Advanced Operations and Warfighting Courses online to accommodate the educational needs of the rest of the Army majors, including members of the reserve component. In a more gradual manner, enrollment at SAMS has grown significantly in the past decade as well. Thus, the Army's resolve to provide a Leavenworth education to the broadest possible population offers powerful evidence of the importance that it places on that experience.

A second direct measure of the Army's estimation of the value of a Leavenworth education is the tremendous financial support that it has extended to CGSC during the past decade, and particularly during the past five years. Especially in a time of war when it has so many obligations, the decision to invest so heavily in the intellectual preparation of its officers is a profound statement of faith in CGSC. Experience has shown that this confidence is not misplaced. The overwhelming majority of the Army's senior leaders has completed one or more of the educational programs at CGSC and recognizes the impact of the Leavenworth experience.

Moreover, CGSC has consistently proved that its curriculum is responsive to Army needs. In addition to examples already cited in this document, the inclusion of the employment of special operations forces in the CGSS curriculum is illustrative of the synergistic effect of collaboration between the Leavenworth schoolhouse and the Army as a whole. During the

1990s, the Army identified the integration of conventional and special operations forces in the field as a significant organizational weakness. One means to address the problem was for the Special Warfare Center to contract a small number of retired special operations officers to provide focused education on related topics at CGSC. Recognizing that graduation from CGSS marks the end of formal professional education for over ninety percent of Army majors, the special operations community realized that an outstanding opportunity to address the problem was through collaboration with the College. As a result, the CGSS now provides significant instruction on special operations to all students, and offers a focus elective program for up to a quarter of the student population as well. In support of this effort, the College invites a large number of speakers annually to address topics pertaining to special operations.

The third indication of the esteem in which CGSC is held by the rest of the military community is the continual expansion of requests for assistance. Regarded as a key Army brain trust, CGSC regularly provides advice on matters of doctrine, leadership, theory, and a host of other vitally relevant subjects. Within weeks of the terrorist attacks of September 11, 2001, the Army sought the advice of Leavenworth experts as it launched operations in Afghanistan. Subsequently the College provided planners and advisers to support the mission in Iraq and hurricane relief operations in Louisiana and Mississippi.

As noted elsewhere in this Self-Study, representatives of the staff and faculty deploy at the request of the Army and DOD to provide direct support to a variety of ongoing operations. The College also conducts research of great interest to the DOD community. It is not unusual, for example, for MMAS thesis students to receive requests from the field for copies of their work before it is even completed. As a single illustration, the Association of the United States Army (AUSA) will soon publish an abridged version of an MMAS thesis submitted by a CGSS student in 2005.

In the end, however, perhaps the most persuasive indication of CGSC contributions to the Army and DOD is the eagerness with which graduates are recruited each year by various commands and units in the field. In fact, in 2005 the Army requested the early graduation of some SAMS and CGSS students in order to obtain their services as quickly as possible.



Figure 7.2. The President of Indonesia (right) During His Return to CGSC

Like the Army, the greater Leavenworth community places a high value on its relationship with the CGSC and generally regards Fort Leavenworth as a good neighbor. An apt symbol of the spirit of collaboration was the 2005 Veterans Day Parade in Leavenworth for which a noted Army veteran and prominent Fort Leavenworth figure served as the grand marshal.

Given the widespread feeling in both communities that the lives of the post and the city are intertwined, it is little surprise that city and post school calendars are aligned for mutual

convenience. To be sure, although federal law denies certain facilities, such as the commissary, to the general public, many area citizens become jointly involved with youth sports, scouting, and other organizations such as the Fort Leavenworth Historical Society that are hosted by the post garrison. Indeed, a great many members of the CGSC staff, faculty and student body reside in local communities of which they become an integral part.

Not to be forgotten, CGSC's service to foreign militaries through the education of international military students is also highly valued. In September 2005, the President of Indonesia, Susilo Bambang Yudhoyono, visited the College to accept induction into the International Officer Hall of Fame. A graduate of CGSS, the President made a special effort to briefly set aside time during an official diplomatic trip to the United States so that he could pay a call at Fort Leavenworth. During an address to students and faculty, he expressed his enduring affection for CGSC and thanked the College for "making me a better leader." Speaking of his year in the class of 1991, he added, "The most important thing we learned was how to respect each other."

SUMMARY

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Overview

Overall, the 2006 Self-Study finds that the Command and General College is in good health and is well positioned to face the future. Some areas of past concern are now areas of conspicuous strength. CGSC finances rest on a solid foundation. The budget not only enables the College to meet its current requirements, but even allows for future growth and improvement. In addition, the faculty is probably the best that it has ever been in terms of numbers, depth of professional and teaching experience, and academic credentials. The recruitment of outstanding faculty members continues to be a top institutional priority in accordance with the Deputy Commandant's conviction that the faculty constitutes the "decisive line of operations" as stated in the CGSC Campaign Plan. This constantly improving faculty forms the bedrock of the Master of Military Art and Science Degree Program. Finally, by the fall of 2007, the College looks forward to moving out of aging Bell Hall and into the state-of-the-art Lewis and Clark Center. Thus, although the challenges ahead are great, CGSC is well equipped to meet them.

Lines of Operation

- *Students.* As noted in previous chapters, CGSC has not in the past made assessment of student learning a clear and consistent area of focus. Having identified this as an area of needed improvement, the College sent a team to the NCA-sponsored workshop on assessment in June. Ideas brought back from that experience, in combination with planned refinements of existing methods of assessment and evaluation, should put CGSC on the path to progress. Today the College is systematically mapping its planned learning outcomes to establish clearer linkages to the curriculum and the assessment of learning. The latest Master Evaluation Plan is

an important part of the College's solution. To facilitate improvement further, the Quality Assurance Office has established consultant (permanent) relationships between individual members of its staff and each of the schools within CGSC. Finally, the Dean of Academics has formed an Assessment and Evaluation Committee to monitor progress on a continuing basis. At the same time, the College must remain vigilant to ensure that an already busy faculty plays a central part both in the determination of future strategies and the execution of learning assessment in the classroom.

The College must also remain agile in order to cope with projected enrollment increases in the future. Particularly in the current wartime environment, the College may find that its enrollments, particularly in CGSS, vary dramatically from year to year. To most efficiently deal with this expansion, the College has engaged in an energetic effort to identify and hire additional highly qualified faculty members. Another response to duty requirements is the decision to teach a second CGSS cohort beginning in February 2006. Moreover, the establishment of permanent Course Location sites will help bear the load, as will expanding online opportunities offered through the School of Nonresident Studies.

- *Faculty.* As CGSC expands its Title 10 faculty, particularly in the Command and General Staff School and the School of Advanced Military Studies, it must find ways to make the Title 10 system of hiring and reappointment more efficient and predictable. The College leadership understands that such a system must enjoy the full confidence of the faculty who serve under it. To this end, the College has drafted a new Title 10 manual for approval by appropriate Army authorities. This should clarify hiring processes, pay scales, criteria for the use of academic titles, and institutional expectations pertaining to reappointment. To further clarify performance

expectations within teaching teams in CGSS, both team leaders and department directors now approve individual development plans for each faculty member. A second area in which the College hopes to improve is in the stabilization of teaching teams within CGSS. Additional hiring and the appointment of permanent faculty members at Course Locations should help reduce the current level of turbulence.

The numerous demands on the time of faculty members, including heavy loads of classroom contact hours, adaptation to frequent curriculum changes, requirements for faculty development, as well as the frequent provision of support to the Army make time and personnel management difficult. Furthermore, they pose a significant challenge to self-directed professional development, research, and publication. In response, even as it attempts to better manage faculty obligations, the College is creating far greater opportunities for research and individual professional development than have routinely been available in the past. The Research Fellows Program, expanded financial support for short-term research projects, support for attendance at professional and academic conferences, and a vigorous guest speaker program mark a dramatic improvement in opportunities for faculty professional development. Even so, management of faculty loads remains a challenge.

- *Curriculum.* Within the last few years, both CGSS and SAMS have undergone broad and deep revisions in their curricula. In addition, they, like the other constituent schools of the College, must ensure that their curricula remain highly responsive to the needs of the Army at war. In other words, curricula throughout CGSC evolve at a much faster rate than at most other educational institutions. This requirement poses three distinct challenges. First, each school must be able to insert new elements into its curriculum in order to guarantee that what is taught is up to date and relevant.

Second, each school must ensure that faculty members have a full opportunity and

support to master new material in order to teach it effectively. Third, each school must do so in a manner that does not compromise fulfillment of the enduring obligation to fully educate officers in the profession of arms and that does not undermine the central role of the faculty in curriculum development. A collateral challenge is to keep student classroom hours within reasonable limits.

- *Infrastructure.* When the bulk of CGSC moves into the Lewis and Clark Center in the fall of 2007, the College will enjoy the strongest array of facilities in its history. Computer and other support will reflect the latest in classroom technology. In the meantime, College planners working under the Chief of Staff are developing timetables to ensure efficient movement into the new facility.
- *Leader Development.* The College has successfully mastered its role as a critical instrument in the Army's system for leader development. The constantly expanding Army reliance on CGSC is clear evidence of this fact.

Conclusion

The 2006 CGSC Self-Study, organized in accordance with the criteria of the Higher Learning Commission and the North Central Association of Colleges and Schools, has played an important role in the College's efforts to improve itself and remain one of the world's premier military educational institutions. Building upon the findings collected in the course of other recent internal and external reviews, this Self-Study is a realistic reflection of the College's continuous effort to faithfully carry out its mission.

Appendix A

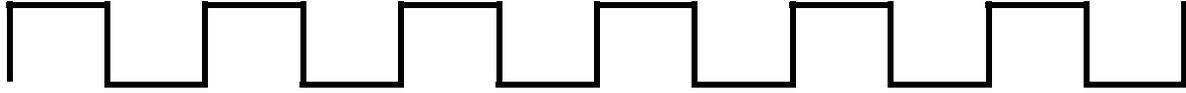
Glossary

ABCS	Army Battle Command System
ACRL	Association of College and Research Libraries
ADC	Assistant Deputy Commandant
ADL	advanced distributive learning
ADTS	Army Digital Training Strategy
AFELM	Air Force Element
AIS	Accountable Instructional System
AKO	Army Knowledge Online
ALA	American Library Association
AMSP	Advanced Military Studies Program
AOASF	Advanced Operational Art Studies Fellowship
AOWC	Advanced Operations and Warfighting Course
AR	Army regulation
AY	academic year
BCDC	Battle Commander's Development Course
BCKS	Battle Command Knowledge System
BCNet	Battle Command Network
CAC	Combined Arms Center
CACNet	Combined Arms Center Network
CADD	Combined Arms Doctrine Directorate
CAL	Center for Army Leadership
CALL	Center for Army Lessons Learned
CARL	Combined Arms Research Library
CDR	course design review; commander
CGSC	Command and General Staff College
CGSOC	Command and General Staff Officer Course
CGSS	Command and General Staff School
CIS	College Information System
CL	Course Location
CLTD	Civilian Leadership Training Division
COE	contemporary operational environment
COOP	Cooperative [degree program]
COS	Chief of Staff
CSI	Combat Studies Institute
CTAC	Center for Army Tactics
DC	Deputy Commandant
DCSRM	Deputy Chief of Staff for Resource Management
DDLRS	Defense Digital Library Reference Service
DGDP	Directorate of Graduate Degree Programs
DJMO	Department of Joint and Multinational Operations
DLDC	Digital Leader Development Center
DLRO	Department of Logistics and Resource Operations
DMH	Department of Military History
DOA	Dean of Academics

DOD	Department of Defense
DOET	Directorate of Educational Technology
DOIM	Directorate of Information Management
ELM	Experiential Learning Model
ELO	enabling learning objective
FA	functional area
FDGI	Federal Degree Granting Institution
FDP1	Faculty Development Phase 1
FDP2	Faculty Development Phase 2
FDP3	Faculty Development Phase 3
FDP4	Faculty Development Phase 4
FY	fiscal year
GC	Graduate Council
GDP	Graduate Degree Program
IDEP	Institutional Digital Education Plan
IDP	Individual Development Plan
ILE	Intermediate Level Education
IMET	International Military Education and Training
IMS	International Military Student
JAWS	Joint Advanced Warfighting Studies
JCS	Joint Chiefs of Staff
JPME	Joint Professional Military Education
KSU	Kansas State University
KU	University of Kansas
LDP	Leader Development Program
LID	Leadership Instruction Division
LMS	Learning Management System
LSI	Learning Styles Inventory
MCELM	Marine Corps Element
MECC	Military Education Coordination Council
MEL	Military Education Level
MERLN	Military Education Research Library Network
MMAS	Master of Military Art and Science
MWR	Moral, Welfare, and Recreation
NAVELM	Navy Element
NCA	North Central Association
NRS	Nonresident Studies
OCLC	On-line Computer Library Center
OPCF	Operations Career Field
OPMEP	Officer Professional Military Education Policy
PAJE	Process for Accreditation of Joint Education
PCC	Pre-Command Course
PIC	Post-Instructional Conference
PME	professional military education
PSYOP	psychological operations
QAO	Quality Assurance Office
SAMS	School of Advanced Military Studies
SCP	School for Command Preparation
SOF	Special Operations Force

STEP	Spouse Training and Education Program
TASS	Total Army School System
TCDP	Tactical Commander's Development Program
TDA	Table of Distribution and Allowance
TEWT	Tactical Exercise Without Troops
TLO	terminal learning objective
TRADOC	Training and Doctrine Command
UCMJ	Uniform Code of Military Justice
UE _x	Unit of Employment X
UE _y	Unit of Employment Y
UFR	Unfinanced Requirement
USAF	United States Air Force
USAR	United States Army Reserve
USCG	United States Coast Guard
USJFCOM	United States Joint Forces Command
USMC	United States Marine Corps
USN	United States Navy
VCO	Visitor Coordination Office

Appendix B
USACGSC Advisory Committee



USACGSC

ADVISORY

COMMITTEE



REPORT NUMBER 33

APRIL 2005





2005
Command and General Staff College
Advisory Committee
19 April 2005 - Fort Leavenworth, Kansas



Front Row, Left to Right

Back Row, Left to Right

Dr. Diane M. Steele
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Leavenworth, Kansas

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SUNY Distinguished Service Professor
State University of New York at Buffalo
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Dr. B. Thomas Trout
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II. INTRODUCTION

The 2005 CGSC Advisory Committee convened from 18 to 20 April at Bell Hall, Fort Leavenworth, Kansas. The Members of the 2005 CGSC Advisory Committee extend their appreciation to the institution's administration, staff, faculty, and students for their hospitality and responsiveness in making this year's meeting a success. The committee is especially appreciative of the substantive institutional update provided in advance of the annual meeting and of the conscientious efforts of CGSC to respond forthrightly and in good faith to recommendations contained in the 2004 Advisory Committee Report. During our visit, CGSC officers and civilians alike displayed a measure of candor and critical reflection that greatly facilitated the deliberations of this committee and stand out as a conspicuous strength of the historic institution they serve. The committee notes with admiration the unceasing commitment and professionalism of CGSC leadership and personnel in a challenging time of rapid institutional and global change.

1. GENERAL

- A. Clarity of Focus. The Advisory Committee applauds the improved clarity of institutional focus at CGSC that has attended the Deputy Commandant's division of functions into four lines of operation: *faculty, students, curriculum and infrastructure*. The committee further concurs with the Deputy Commandant's emphasis on the faculty line of operation as most critical to current and future success. This organizational plan appears to have elevated efficiency and facilitated effective planning.
- B. Positive Change. The Advisory Committee is pleased to observe the salutary effect of changes in leadership and organization across the College. In particular, the committee commends the Deputy Commandant for an evident improvement in College morale and the development of an emerging consensus among the staff and faculty that the institution is moving forward. Other evidence of progress includes the reorganization of responsibility for assessment and faculty development, and the growing number of women in leadership roles at the College.

- C. Curriculum Improvement. The Advisory Committee found widespread evidence of improvement in the CGSS Curriculum, particularly the ILE Core, and noted with approval the strengthened Leadership Lecture Series and the revitalized emphasis on foreign cultural studies so crucial to officers in the contemporary environment.
- D. Educational Value of SAMS program. Students in the AMSP course at SAMS asserted with remarkable consistency their enthusiasm for their curriculum and methodology of instruction. They uniformly prize the educational experience that has been afforded them.
- E. Outreach. Recent CGSC outreach initiatives to form collaborative partnerships with area civilian universities such as Kansas State University and the University of Kansas hold great promise for the future and should be pursued with continued vigor. They reflect a current leadership group that is thinking broadly and seeking creative approaches to improve both educational opportunities for students and professional development opportunities for staff and faculty. Moreover, such constructive relationships will undoubtedly do much to enrich the academic experiences of CGSC counterparts at civilian institutions.
- F. Contact Hours. CGSS is to be commended for making incremental headway in an effort to reduce classroom contact hours and the Advisory Committee strongly encourages the leadership to sustain its progress in this area. Benefits, primarily in the form of increased time for reflection and research, will accrue to students and faculty alike.
- G. Impact of Change. Inevitably change, even beneficial change, is accompanied by friction and new hurdles, a period “when good is bad.” For example, revitalization of the guest speaker program at the College has brought increased focus on current strategic and international issues. Yet, due to the complexity of competing schedules and other causes, not all students at CGSC have been able to avail themselves fully of these expanded opportunities. Similarly, despite modest growth in the widely praised CGSS elective program, student choices remain limited by virtue of the time demands of the AOWC curriculum. Nevertheless, even as it makes these observations, the committee does not underestimate the constraints imposed by outside forces and circumstances that are beyond institutional control. Indeed, the strains imposed by war, when combined with mandated expansion of the student population, curriculum changes to maintain currency, and a dramatic shift in faculty demographics, make the present environment exceptionally challenging.

III. CONCERNS AND RECOMMENDATIONS

- H. Growth.
 - i. The mandated goal of CGSS attendance by 100 percent of operations career field majors has significant educational implications and will inevitably generate pressures to adjust instruction to accommodate the least common denominator. Further, should CGSC attendance be perceived as simply another requirement for majors, the incentive for students to excel might diminish. CGSS must strive to maintain its standards even as it comes to grip with the needs of some students

whose academic preparation may not be comparable to that of the current student population. In particular, CGSS should anticipate and prepare for an increased number of students who will need concerted assistance in developing their writing skills to communicate effectively at the graduate level. The advent of off-cycle classes will pose additional complications for the College administration and present profound inconvenience to the families of officers in the 10-month CGSS course.

- ii. Expansion of the faculty to deal with projected student loads several years out will result in a dramatic demographic change. If in the future the CGSC faculty will be 70 percent civilian, this will portend a distinct shift in institutional culture that may not align comfortably with current organizational structure and patterns of leadership selection. Among the teaching directorates in CGSS, only one director is a civilian and this individual holds that post in an interim capacity. The College should be attentive to the impact of the projected change in faculty composition.
- iii. The recent hiring wave of Title 10 civilians to meet increased faculty requirements will make the matter of term appointments and job security increasingly significant. At present Title 10 faculty members receive two-year terms of appointment or reappointment. This length of term may be insufficient to support long-range planning for professional development and could prove to be a hindrance to retention and recruitment.
- iv. The College must be alert to the possible stress that the need to maintain an exportable curriculum for non-resident students may place on the resident curriculum. There is a significant risk that formatting and design requirements for non-resident programs, which appear to reflect a training philosophy, could lead to the “tail wagging the dog” in a manner that could compromise the educational content and quality of the resident course. The key to successful graduate-level education is not to be found in an ideal lesson plan, but rather in the intellectual capital of faculty members possessing expertise in their chosen fields.

I. Recommendations.

- i. Following an initial probationary appointment of two or three years, longer terms of reappointment up to the permissible five years would improve continuity and consistency of Title 10 faculty hiring and retention. A mandated performance review and indication of whether potential further appointment will be granted ought to be conducted no later than one year prior to the end of the appointed term of service.
- ii. CGSC should be careful to avoid allowing the design requirements for an exportable curriculum to unduly influence the content and quality of resident instruction. The Advisory Committee supports the Deputy Commandant’s conclusion that the faculty must constitute “the decisive line of operations.”
- iii. CGSC must be aware of and take steps to mitigate the increased administrative strain that will accompany the advent of an off-cycle CGSS class.

- iv. CGSS should take great care in assessing learning in future student populations.

2. EDUCATION VERSUS TRAINING

- A. Competing Priorities. The tension between the requirements of education and training surfaced as a constant theme in discussions with students, faculty and staff. One result is that the challenge to faculty and students alike to set priorities continues unabated. The resultant problem is manifested in both CGSS and SAMS. Within the CGSS curriculum, the ILE core is now viewed positively as contributing to education, as well as to the development of critical and creative thought. As was the case a year ago, students and faculty regard electives, the MMAS Program, and the parallel history course as outstanding components of the curriculum. In contrast, the AOWC component, especially blocks 2 and 3, remains burdensome and superfluous in the eyes of many. At present, students appear to be setting their own priorities independently and dismissing much of the work for AOWC. SAMS faculty gave evidence of sharp division over the question of education versus training, some asserting that the prospect of a growing training emphasis in the changing curriculum jeopardizes education. Though intense apprehension expressed by some veteran SAMS faculty may have been unduly alarmist, the committee finds that there is much value in the existing curriculum. Indeed, SAMS, like CGSC as a whole, should take care to protect its distinctive areas of strength.
- B. Consequences. The enforcement of rigorous standards is problematic in parts of the curriculum, particularly AOWC. The perception of many of the best students, such as those selected for SAMS, is that there are “free riders” among their peers. Some students called into question the quality of instruction in training elements of the course and suggested that not all military retiree instructors are equally motivated.
- C. Recommendations.
 - i. CGSS should condense AOWC, especially blocks 2 and 3.
 - ii. CGSS should ensure rigor and accountability within all aspects of the curriculum.
 - iii. CGSS should consider the possibility of providing students with a short block of time to focus on essential readings prior to the start of the CGSOC.
 - iv. CGSS should consider whether there should be additional elective offerings addressing national policy concerns and civil-military relations in Washington.
 - v. CGSS should consider the establishment of an elective track for SAMS students. Students noted the exceptional educational richness and rigor in the A699 elective (The Evolution of Military Thought), a prerequisite for attendance at SAMS.
 - vi. In light of the existing strengths in its curriculum, SAMS should exercise prudence as it implements change so as to ensure that it does not compromise the distinctive approach upon which its excellent reputation as a national asset has been built.

3. STRUCTURE AND CAMPUS CLIMATE

- A. It is possible that the changing balance in CGSC between civilian and military personnel, especially among the faculty, will alter the atmospherics and could perhaps pose new leadership challenges. In the eyes of many members of the faculty, a degree of ambiguity remains arising from the issue of dual oversight by directors, most of whom are military, and committee chiefs, most of whom are civilian. Meanwhile, the absence of a long-term Chief Academic Officer continues to be a source of turbulence at CGSC and a continuing serious concern of the committee. Such a figure would provide a more consistent and continuous academic voice in support of educational values.
- B. Recommendations.
- i. In light of the Deputy Commandant's emphasis on the faculty line of operations and the anticipated shift to a CGSC faculty that is 70 percent civilian, the College should examine the roles of directors and committee chiefs.
 - ii. CGSC should establish a position for and appoint a Chief Academic Officer.

4. ASSESSMENT

- A. Current Assessment Methodology. As far as the committee could observe, the College focuses enormous effort (much of it misdirected and wasteful) on CGSS core curriculum evaluation and lesson design (student input) while giving only marginal attention to vital aspects of learning assessment (student output). This imbalance will deeply concern accrediting bodies, including the North Central Association. First, an apparent gap exists in student learning outcomes assessment to determine whether program learning objectives are being achieved. Moreover, assessment of student performance by instructors is limited, and some students complained of insufficient feedback from faculty members. In turn, it is essential that CGSS students be held accountable for classroom performance and have clear incentives to achieve at a high level. Second, systematic data collection on student assessment of both individual course sections and instructors is lacking for CGSS. (The necessity for such data would apply equally to SAMS.) Third, CGSC alumni are not annually surveyed to establish data on outcomes and performance.
- B. Recommendations.
- i. CGSC should send a team from CGSC to the North Central Association Workshop on Assessment in June in order to develop a strategy and mechanisms for implementing a more complete program of assessment.
 - ii. In addition to expanding assessment of student learning (both part-way and at the end of each course), CGSC should undertake surveys of alumni in the field.
 - iii. CGSC should enter into collaborative relationships with area institutions to learn from their experiences with assessment.

IV. CONCLUSION

CGSC appears to be making steady progress under the forward-looking leadership of the current Commandant and Deputy Commandant. The present institutional climate is dynamic and responsive to a changing environment. The committee is impressed that the College is able to manage its academic operations effectively even at a time when the demands of war have imposed additional burdens on its personnel. Nevertheless, it is important that the College be allowed to maintain its strategic focus on its stated mission. Overall, the Command and General Staff College is in good health and admirably fulfills the role of providing intermediate level education to officers who will lead our armed forces in the future. The members of the committee feel privileged to serve this historic institution and hope that the College will take full advantage of the advice offered in this report.

Dr. B. Thomas Trout, Chair

Dr. John E. Counts

Mr. Richard B. Ladd

Dr. Lavonne I. Neal

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Appendix C Collaborative Programs



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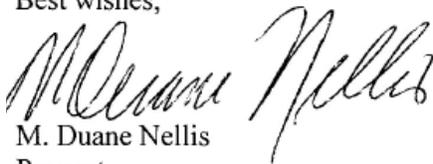
December 8, 2005

Dr. Bob Berlin
U.S. Army Command and General Staff College
1 Reynolds Ave.
Ft. Leavenworth, KS 66027

Dear Dr. Berlin:

I am pleased to share the news that the proposed M.A. and Ph.D. programs in Security Studies were approved at the November 2005 Kansas Board of Regents meeting. We are excited about this partnership between the Ft. Leavenworth Command and General Staff College and Kansas State University. We look forward to working with you on this joint endeavor.

Best wishes,

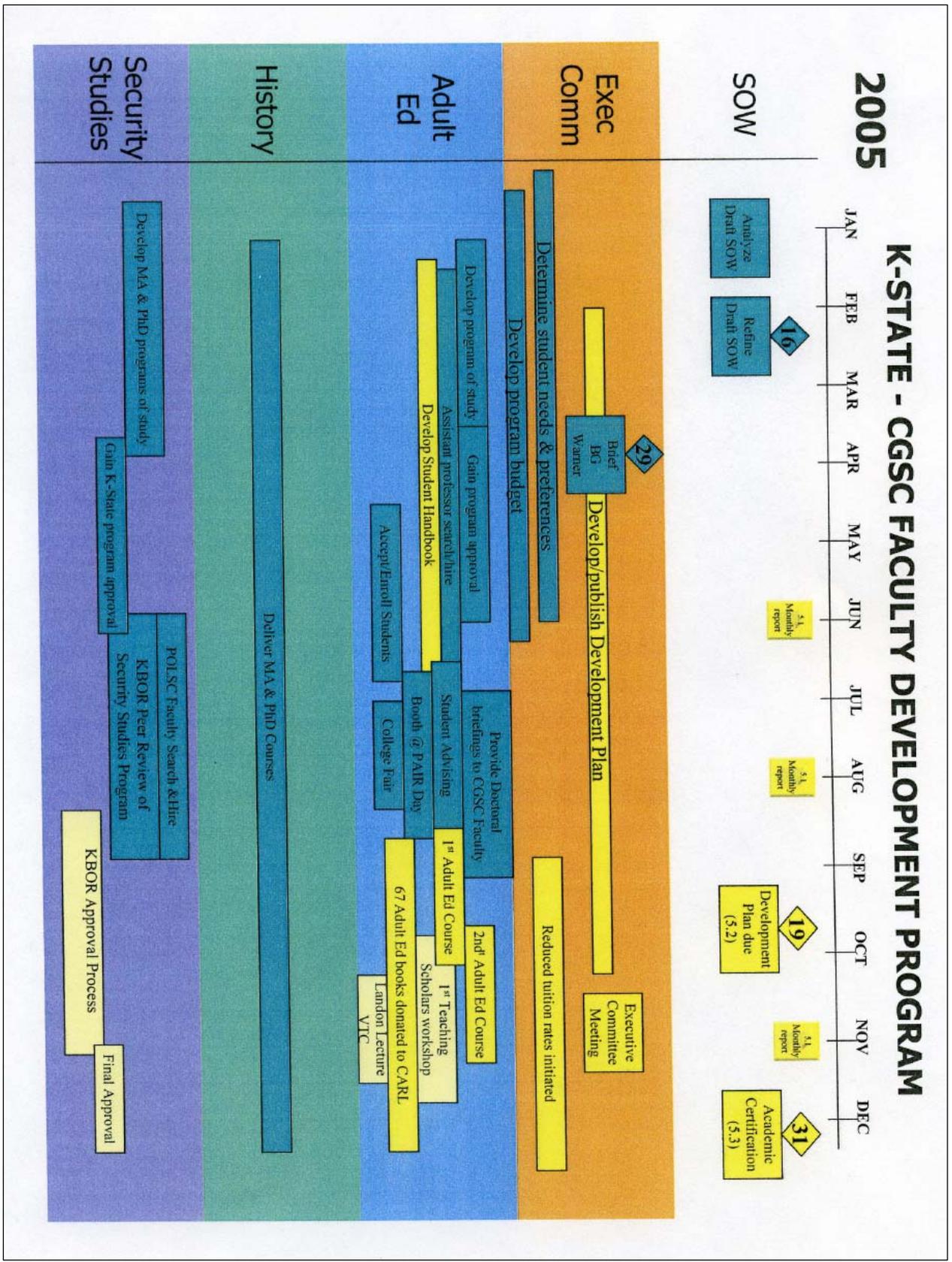


M. Duane Nellis
Provost

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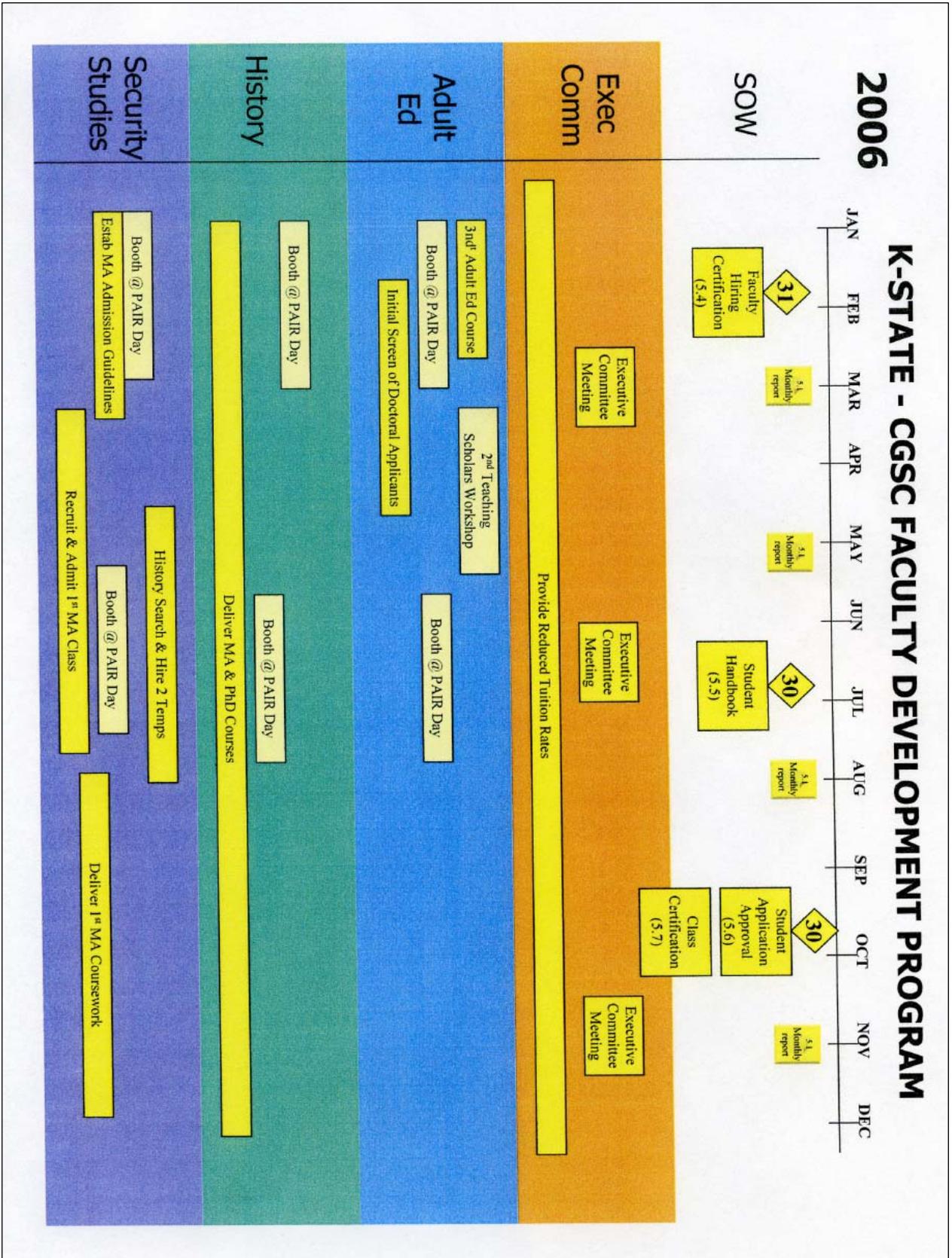
cc: Dr. Charles Reagan, Associate to the President
Dr. Ruth Dyer, Associate Provost

K-STATE - CGSC FACULTY DEVELOPMENT PROGRAM



K-STATE - CGSC FACULTY DEVELOPMENT PROGRAM

2006



K-STATE - CGSC FACULTY DEVELOPMENT PROGRAM

2007

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